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ABSTRACT

Prepared for senior high students at Montgomery County Public Schools, Rockville, Maryland, this curriculum guide focuses on the black experience in America, beginning with the roots of African heritage and extending to modern day events. The unit tells the story of the black American from his viewpoint, adding dimension to both American history and black history. The primary purpose of the course is to introduce students to the individuals, forces, and events that make up the experiences of the black people in America. Following an introduction describing the African background, the guide presents sections on the role of the blacks in the New World until Emancipation in 1863, Reconstruction to World War II, and the Black Revolution. Supplementary materials are included throughout the unit of study including a bibliography and listings of film and nonprint resources useful for a course on black studies. (Author/JR)

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A Senior High School Social Studies Unit on

THE BLACK EXPERIENCE IN AMERICA

Montgomery County Public Schools

Homer O Elseroad Superintendent

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

A SENIOR HIGH SCHOOL SOCIAL STUDIES UNIT

ON

THE BLACK EXPERIENCE IN AMERICA

Spring 1975
Bulletin No. 279

Homer O. Elseroad
Superintendent of Schools

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PREFACE

During the summer of 1971, several of the units in the Modern World History course of study were expanded to permit their use for a semester course (or variants thereof) that will enable teachers to take advantage of student interest. As the units now stand, they can be used as options within the Modern World History course or be offered independently of it. The existing units on Russia and the Far East have been revised and expanded; and new units have been prepared on Latin America, Africa South of the Sahara, and the Black Experience in America.

Robert Appleton (Bethesda-Chevy Chase High School) developed the Russian materials; Paul Magee (Montgomery Village Junior High School) the Latin American unit; Stephen Perialas (Walter Johnson High School) was responsible for the materials on the Far East; and Harry Kelly (Poolesville High School), Donald Housley (Wheaton High School), and Thomas Walker (Magruder High School) for the units on Africa South of the Sahara and for the Black Experience in America. All workshops were conducted under the general supervision of Kieran J. Carroll, coordinator-supervisor of secondary social studies, Department of Curriculum and Instruction.

The course of study of the Black Experience in America was reviewed during December 1971 by Donald Housley, Thomas Walker, Carol Cheatham (Montgomery Blair High School), Brenda Holmes (Sherwood High School), Wilma Fairley (director, Department of Human Relations), and by students from Montgomery Blair, Poolesville, and Kennedy High Schools.

During the summer of 1973, the Black Experience in America course of study was revised and expanded by Mrs. Holmes and Mr. Housley, in consultation with Russell L. Adams. Dr. Adams is chairman, Department of Afro-American Studies, Howard University, Washington, D. C.

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THE BLACK EXPERIENCE IN AMERICA
(Suggested time--18 weeks)

SUBSTANTIVE ELEMENTS

The following are the major substantive elements from the social sciences that are developed through this course:

1. Human societies form and function within definable spatial patterns of interrelated cultural and natural characteristics.

2. Forces for change and continuity are always operative in society but in different proportions at different times and places.

3. Man's development demonstrates powerful motivation to increase material comfort, to expand knowledge, to control environment, and to achieve what is valued.

4. Events have complex and interrelated causes and effects.

5. Human societies are complex in structure and function and operate systematically.

6. Human societies are becoming increasingly interdependent.

7. Human beings live in societies on which they depend and to which each individual relates in terms of his own developing personality structure.

8. Human institutions reflect the degree to which individual freedom and the common welfare have been balanced.

9. Every society develops patterns of acceptable individual and group behavior and provides means for their enforcement.

10. The aspiration of American society is to provide equal opportunity for each individual, without discrimination, and to preserve for each individual the maximum freedom consistent with the good of all, such as the right to vote, the right to be educated, and the right to worship as he or she chooses.

COURSE OBJECTIVES

Through participation in the course The Black Experience in America, the student should:

1. Gain a greater insight into the nature of race relations in America--past and present

2. Discover factual data on the black minority in America through the use of primary and secondary sources

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3. Know the significant events in the history of the black people in America

4. Understand the various techniques used by the black minority to combat prejudice and discrimination

5. Know the important black leaders throughout American history

6. Know the contributions made by black people to American political, social, and economic growth

7. Appreciate the cultural contributions of the black people to America and to the world

8. Know the role of black people in the wars of America

9. Understand the status of black people in the United States at the present time

10. See the degree to which the black experience measures the principles and practices of American democracy

OVERVIEW

Much of the story of black people in American history has been a study of the experiences of other Americans in their relationships with the Black American.* This view has been one-sided. The title of this course of study, The Black Experience in America, reflects its purpose--to tell the story of the Black American from his viewpoint. Hopefully, this will give added dimension to both American history and black history.

The primary purpose of this course is to introduce students to the individuals, forces, and events that make up the experiences of the black people in America. Hopefully, by exploring those forces and by highlighting those individuals who helped shape the development of both black and white America, the student will see that the "Black Experience" can serve as the testing ground for American democratic ideals.

In no single course of study is it possible to respond to all of the criticisms made of the approaches to the history of black people in America. However, by hearing the story of the Black American through his own experiences and reactions, students should be able to appreciate more fully the forces responsible for the diversity of attitude and action among Black Americans today.

The Black Experience in America is an experience in human relationships and responses. As such, it must contend with the human reality of cultural bias. This demands of the teacher a constant and continuous effort to help students interpret and react objectively and logically.

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*The term "Black American," as used to denote a specific ethnic group, will be capitalized throughout this bulletin. Except in this specific reference, the words <u>black</u>, as an adjective, and <u>blacks</u>, as a noun, will be lower-cased.

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Any serious discussion of the history of the black man in the United States must begin with his origins in Africa. The black man came to the Western Hemisphere as an involuntary immigrant. While "the Middle Passage"--the journey from Africa to the New World--was a terrifying experience, it did not completely strip the black man of his proud heritage or culture. Thus, the roots of the black man in America do indeed go back to Africa.

The background material on Africa deals mainly with African contacts with the non-African world, a brief history of the West African states (since this is the region from which most of the slaves were taken), and a look at traditional African culture.

Most of the concepts and activities for this introductory unit are drawn from the course of study on Africa: South of the Sahara from the World History series, MCPS Bulletin No. 252 © 1972.

I. INTRODUCTION: THE AFRICAN BACKGROUND

TOPIC: Black people were forcibly taken to the New World from a continent with a proud heritage and with developed and stable political, social, and economic systems.

INSTRUCTIONAL OBJECTIVE

Identify and analyze the pattern of outside contact with Africa before the beginning of the Atlantic slave trade.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Using an outline map of the land areas facing the Atlantic Ocean and the Mediterranean Sea, have the students illustrate the patterns of outside contact with Africa at the following points in time:

   a) Greek and Roman days

   b) The Moorish occupation of Granada (9th-15th centuries)
   Source: Davidson, The Lost Cities of Africa

   c) The "Age of Exploration"
   Source: Encyclopedia Americana, 1969 edition, Vol. 9, pp. 438-439.

   After the students have completed their maps, have them speculate about the effects these contacts had on Africa. (See Supplementary Material for a map of Africa, I.)

2. Using a transparency or wall map, plot the trans-Saharan trade routes; and have the students analyze these to determine reasons for Arab penetration of the Sahara. (See Davidson, African Kingdoms; Wiedner, A History of Africa; and Fage, History of West Africa.)

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3. Lecture-discussion. Using a map to locate areas being discussed, review the following:

   Arab control of North Africa
   Arab domination of trade between Europe and Africa
   African styles of trading
   The occupation of the Iberian Peninsula
   Portugal's role in the expulsion of the Moors from the Peninsula

   Have students determine reasons why the Portuguese took the lead in African exploration in the early 15th century. (See Oliver & Fage, A Short History of Africa.)

4. Have individual students report to the class on the early voyages of Portuguese explorers and the accounts of their encounters with the Africans. (See Davidson, The African Past: Chronicles from Antiquity to Modern Times.)

SOURCES

Davidson, African Kingdoms
Davidson, The African Past: Chronicles from Antiquity to Modern Times
   "Vasco Da Gama's Logbook"
   "Diego de Alcancova"
   "Ray de Pina"
   "Duarte Pachaeco Pereira"
   "Duarte Pires"
Davidson, The Lost Cities of Africa
Encyclopedia Americana, 1969 edition, Vol. 9, pp. 438-439
Fage, History of West Africa
Oliver & Fage, A Short History of Africa
Wiedner, A History of Africa

ASSESSMENT

Have the students state at least three generalizations concerning the contact of Africa with the non-African world.

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I. INTRODUCTION: THE AFRICAN BACKGROUND

TOPIC: Black people were forcibly taken to the New World from a continent with a proud heritage and with developed and stable political, social, and economic systems.

INSTRUCTIONAL OBJECTIVE

Gather, interpret, and relate information on the development of the ancient civilizations of West Africa.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have the students list some characteristics of an empire and some reasons for their rise and fall (e.g., a monarchy or some form of centralized government, extensive land control, strong military, ability to protect citizens, cultural expression). Then have the students read descriptions of the early West African kingdoms to determine whether they meet the criteria established for empires: Pollock, Civilizations of Africa; Franklin, From Slavery to Freedom: A History of American Negroes; Meier & Rudwick, From Plantation to Ghetto.

2. On a map, locate the early empires of West Africa. Have the students discuss why empires developed in this part of Africa. (See Pollock.)

3. Have individual student reports on the important leaders of the West African kingdoms.
   Mansa Musa (Franklin; Pollock); Sunni Ali (Adams, Great Negroes, Past and Present; Franklin; Pollock); Askia Muhammad (Adams; Franklin; Pollock).

4. Show the filmstrip "The Search for Black Identity: Proud Heritage from West Africa." Part I describes the savanna empires of Ghana, Mali, and Songhai; and Part II deals with the forest empires of Benin and Ife. Have the students identify evidence that would support or refute the idea that these were empires.

5. Show the film Heritage of the Negro (F4651, b&w, 30 min.). The film explores the heritage of the Negro by examining the civilization and achievement of ancient Africans and their significance to the American Negro today.

6. Hand out to each student a copy of the time-line which reports events and life in Europe during the period of the kingdoms of West Africa. (See Supplementary Material for a sample time-line, II.) Have the class make comparisons and contrasts between Europe and Africa.

SOURCES

Adams, Great Negroes, Past and Present
Davidson, African Kingdoms
Davidson, The Lost Cities of Africa
Fage, History of West Africa
Franklin, From Slavery to Freedom: A History of American Negroes
Meir & Rudwick, From Plantation to Ghetto

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Oliver & Fage, A Short History of Africa
Pollock, Civilizations of Africa
Wiedner, A History of Africa

ASSESSMENTS

Have the students write a paragraph stating their own definition of a "civilization" and evaluating, in terms of their definition, the kingdoms of Ghana, Mali, or Songhai, or of the forest kingdoms.

Have the students state five generalizations about the ancient kingdoms of Africa and compare these with what they know about Europe during the Middle Ages.

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I. INTRODUCTION: THE AFRICAN BACKGROUND

TOPIC: Black people were forcibly taken to the New World from a continent with a proud heritage and with developed and stable political, social, and economic systems.

INSTRUCTIONAL OBJECTIVE

Gather, interpret, and relate information on traditional African culture (800 to 1600 A.D.).

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have several students read and summarize the major points concerning the African way of life as found in Franklin. The topics included are political institutions, economic life, social organization, religion, and the arts. Hold a class discussion on how these aspects of African culture compare with the same aspects of European culture during the Middles Ages.

2. Lecture-discussion. Display the transparency "Traditional African Relationships" (see Supplementary Materials III); and define the contemporary organization and function of the extended family, clan, and tribe. Have the students relate the structure and function of these social units to the social organization of Western society.

3. Through the use of a class discussion, have the students list some of the common beliefs of the Judeo-Christian religion (e.g., one supreme God, creation of the universe, the coming of a Messiah, the hope for a better life in the after-world).

   Have the students then read "Basic African Religious Tenets" (see Supplementary Materials IV). Analyze this reading, and compare and contrast the basic tenets of African religions with those of the Judeo-Christian beliefs.

4. Show the film Ancient Africans (F5251, [illegible], 27 min.). The film traces the civilization of the continent of Africa and depicts the ways of life of the African people through their arts, trades, buildings, monuments, and religions.

5. Have the students list from their own knowledge some examples of African culture that have become a part of American life. Have students check their list by reading in either Meier & Rudwick or Franklin.

SOURCES

Clark, Through African Eyes--I. Coming of Age in Africa: Continuity & Change
Davidson, African Kingdoms
Franklin, From Slavery to Freedom: A History of American Negroes
Mbiti, African Religions and Philosophies
Meier & Rudwick, From Plantation to Ghetto
Moore & Dunbar, Africa Yesterday and Today
Turnbull, Tradition and Change in African Tribal Life

ASSESSMENT

In a formal essay, have each student compare and contrast traditional African culture with European culture in the areas of political organization, social structure, and religion.

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II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: As a result of their explorations in and colonization of the New World, the European nations imported Africans as slaves to make their ventures profitable.

INSTRUCTIONAL OBJECTIVE

Identify European activities in the New World which led to the importation of slaves.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Using a wall map, review with students the areas of and reasons for European exploration in the New World.

   References: Carroll, The Development of Civilization; Franklin

2. Have the students watch films on exploration and take notes on the reasons for exploration and colonization in the New World.

   a) Spanish Explorers (F4190, c, 14 min.). Paintings, animation, and photography show the discovery of America through the eyes of the Spanish explorers.

   b) The English and Dutch Explorers (F4407, c, 11 min.). Shows the shift in power as the world's center of commerce moved from the Mediterranean to the Atlantic. Also reviews the historic events that ended Spain's domination of the Western Hemisphere.

   c) Age of Discovery: Spanish and Portuguese Explorations (F533, b&w, 11 min.). Shows the contribution of Spain and Portugal to the establishing of trade routes to the Orient and to the New World. Describes the achievements of such 15th century explorers as Columbus, Balboa, Ponce de Leon, and Coronado.

   d) Age of Discovery: English, French, and Dutch Explorations (F946, b&w, 11 min.). Analyzes the reasons behind the explorations of these countries.

3. Have individual students report on the activities of black explorers in the Western Hemisphere: Blacks in Exploration (Katz, Eyewitness: The Negro in American History; Franklin; Pioneers and Planters: Black Beginnings in America); Estevanico (Katz; Franklin; Pioneers and Planters: Black Beginnings in America; Adams); Jean Baptiste Pointe du Sable (Katz, Adams).

4. Lecture-discussion on the following: Taking into account the activities of European nations in the New World, why did slavery develop as a labor system? Sources: Franklin; Katz; Williams, Capitalism and Slavery; Clark, Through African Eyes--III. The African Past and the Coming of the European.

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SOURCES

Adams, Great Negroes, Past and Present
Bennett, Before the Mayflower
Carroll, et al., The Development of Civilization
Clark, Through African Eyes--III. The African Past and the Coming of the European
Franklin, From Slavery to Freedom: A History of American Negroes
Katz, Eyewitness: The Negro in American History
Pioneers and Planters: Black Beginnings in America (Xerox)
Williams, Capitalism and Slavery

ASSESSMENT

Have the students list and explain three factors that resulted in the introduction of slavery in the New World.

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II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: As a result of their explorations in and colonization of the New World, the European nations imported Africans as slaves to make their ventures profitable.

INSTRUCTIONAL OBJECTIVE

Receive and analyze information on the origins, growth, and mechanics of the Atlantic slave trade, identifying and exploring the trade's three major phases:

Obtaining the Slaves in Africa
The Middle Passage
Sale in the New World

SUGGESTED ACTIVITIES AND PROCEDURES

1. Lecture-discussion. Have students suggest possible answers to the question: why were Africans used as slaves instead of the Indians or white settlers? Have a student check the following sources to verify the class's responses: Franklin; Frazier, Afro-American History: Primary Sources; Pioneers and Planters: Black Beginnings in America.

2. Read to the students "Booty for the King: The First Captives" in Clark, III. The account describes one of the first slaving raids by the Portuguese. From the account, have the students ascertain:

   a) The motivations of the Portuguese in capturing the Africans
   b) The techniques used by the Portuguese in the raid
   c) How raids like this one have been seen as the origins of the Atlantic slave trade

3. Have students analyze a map illustrating the triangular trade to determine:

   a) The regions of Africa from which America-bound slaves were taken
   b) The parts of the New World to which the slaves were sent
   c) The commodities involved in the triangular trade

   After the students have studied the triangular trade arrangements, have them discuss: How dependent were the economies of European nations on the continued obtaining of slaves from Africa?

   Sources: Clark, III; Wiedner; Pioneers and Planters: Black Beginnings in America; Huggins, et al., Key Issues in the Afro-American Experience, Vol. 1, to 1877; Franklin

4. Have students read one account by an African slaver and one by an African who was captured. From their reading have them discuss these questions:

   a) According to the two sources, what were the mechanics of the slave trade, especially the conditions of the Middle Passage?
   b) What are some of the general similarities and differences of the slaver's and African's impressions of each other?
   c) How did the slave trade breed fear in both the African and the slave trader?

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Suggested Slave Trader's narratives:

"A Slave Trader's Description of a Voyage to Africa" (Joseph Hawkins) in Osofsky, The Burden of Race.
"A Slaver Describes the African Trade" (James Smith) in Katz.
"Setting Up Shop" in Clark, III.
"Slaves, Guns, More Slaves" in Clark, III.

Suggested African narratives:

"The Interesting Narrative of Olaudah Equiano" in Clark, III; Pioneers and Planters: Black Beginnings in America; Frazier; Katz; Meltzer.
"Taken From the Guinea Coast as a Child" in Frazier.

SOURCES

Bennett, Before the Mayflower
Clark, Through African Eyes--III. The African Past and the Coming of the European
Davidson, The African Slave Trade: Pre-Colonial History, 1450-1850
Franklin, From Slavery to Freedom: A History of American Negroes
Frazier, Afro-American History: Primary Sources
Huggins, et al., Key Issues in the Afro-American Experience, Vol. 1, to 1877
Katz, Eyewitness: The Negro in American History
Mannix & Cowley, Black Cargoes: History of the Atlantic Slave Trade, 1518-1865
Meltzer, In Their Own Words: A History of the American Negro, Vol. I, 1619-1865
Osofsky, The Burden of Race
Pioneers and Planters: Black Beginnings in America (Xerox)
Wiedner, A History of Africa
Williams, Capitalism and Slavery

ASSESSMENTS

Given a list describing the various operations of the Atlantic slave trade, have the student put them in the proper sequence.

In an essay, have the student give at least three supportive arguments for the following statement: "The African slave trade started as a trickle and ended up as a flood."

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II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: As a result of their explorations in and colonization of the New World, the European nations imported Africans as slaves to make their ventures profitable.

INSTRUCTIONAL OBJECTIVE

Compare and contrast American capitalistic, Latin American, and African forms of slavery.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Using a transparency or individual student copies, present a summary of Elkins's comparison of the three types of slavery. (See Supplementary Material, V.)

   Have the students state generalizations about the differences between slavery in African societies and in the New World.

   Then have the students try to account for the difference between slavery in North America and slavery in Latin America. (See Elkins, Slavery: A Problem in American Institutional and Intellectual Life; Degler, Neither Black Nor White; Katz.)

2. Have the students read "The Story of a Slave," Parts 1 and 2, Clark, Through African Eyes--III. The African Past and the Coming of the European. By comparing Equiano's treatment of his African and European masters, the students should be able to identify significant differences between the two systems.

SOURCES

Clark, Through African Eyes--III. The African Past and the Coming of the European
Degler, Neither Black Nor White
Elkins, Slavery: A Problem in American Institutional and Intellectual Life
Katz, Eyewitness: The Negro in American History
Tannenbaum, Slave and Citizen: The Negro in the Americas

ASSESSMENT

Have the students write definitions for American capitalistic, Latin American, and African forms of slavery, applying the characteristics identified.

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II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: Prior to 1791, there was no firmly established basic system of slave labor in all of the colonies.

INSTRUCTIONAL OBJECTIVE

Analyze information on the black population in America to determine the economic utility of slavery prior to 1791.

SUGGESTED ACTIVITIES AND PROCEDURES

1. On an outline map of the United States, illustrate the patterns of settlement in the 13 original colonies, showing:

   a) Areas of population concentration
   b) Concentration of ethnic groups

2. Have students gather information on the primary economic activities of the different colonial areas. (See Gallman, Developing the American Colonies.) Using the information from activities 1 and 2, have the students speculate on where they would expect slaves to be in greatest demand. Why? Compare the students' conclusions with the population distribution chart. (See Supplementary Material, VI.)

3. Discussion: The importation of Africans was prohibited by Delaware in 1776; by Virginia in 1778; by Maryland in 1783; by South Carolina in 1787; by North Carolina in 1794; and by Georgia in 1798. Have the students speculate as to what factors might account for such action by these Southern states at this time. (See Stampp, The Peculiar Institution; Franklin; and the population distribution chart.)

SOURCES

Adams, Dictionary of American History
Faulkner, American Economic History
Franklin, From Slavery to Freedom: A History of American Negroes
Gallman, Developing the American Colonies
Nettels, The Roots of American Civilization
Stampp, The Peculiar Institution

ASSESSMENT

Have the students give at least three explanations of why more slaves were imported into the Southern colonies than into the Northern colonies.

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II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: Prior to 1791, there was no firmly established basic system of slave labor in all of the colonies.

INSTRUCTIONAL OBJECTIVE

Identify and describe the status of the Black American prior to 1800.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have students define and distinguish between "indentured servant" and "slave."

2. Have the students read and debate the article "The Origin of Slavery" from Cuban, The Black Man in America. Have the students summarize the arguments of the Handlins and Degler. Was the black man always a "slave"? What factors contributed to the legalization of slavery? Which developed first, racism or slavery? (As preparation for this activity, the teacher should become familiar with Winthrop Jordan's book White Over Black: American Attitudes Toward the Negro 1550-1812, an outstanding treatment of early white attitudes toward the Negro. For the students' information, the teacher might want to summarize Jordan's major points.)

3. Read to the class the two examples of early slave codes in Katz, and the Maryland slave code of 1664 in Fishel & Quarles, The Black American: A Documentary History. Students should discuss the significance and the purpose of the slave codes.

4. Have individual students report on the following people or topics:

   Slave conditions in the North and the reasons for the abolition of slavery in the New England states (Greene, The Negro in Colonial New England; Franklin)

   Blacks in the Revolutionary War (Quarles, The Negro in the American Revolution; Katz; Franklin)

   Crispus Attucks (Adams; Katz)

   Amos Fortune (Yates, Amos Fortune, Free Man)

   Phillis Wheatley (Graham, The Story of Phillis Wheatley; Adams)

   Richard Allen (Wesley, Richard Allen: Apostle of Freedom; Adams)

   Toussaint l'Ouverture (Katz; Franklin; Adams)

5. Have the students discuss the dilemma of the colonists holding men in bondage and at the same time espousing the revolutionary philosophy that "all men are created equal."

   a) Give students a copy of the deleted clause from the Declaration of Independence concerning the condemnation of George III for trading in men

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(Franklin; or Chambers, Chronicles of Black Protest). Have the students discuss why this clause was deleted. To the Founding Fathers, did the phrase "all men are created equal" mean "all men"?

b) Have the students search through the Constitution as ratified and list provisions dealing with slavery and the slave trade. Were these provisions a "victory" for the pro- or anti-slavery forces? Why? Why have these sections of the Constitution been described as a "conservative reaction"? Sources might include Franklin, Katz, Jordan.

SOURCES

Adams, Great Negroes Past and Present
Chambers, Chronicles of Black Protest
Cuban, The Black Man in America
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Graham, The Story of Phillis Wheatley: The Poetess of the American Revolution
Greene, The Negro in Colonial New England
Jordan, White Over Black: American Attitudes Toward the Negro 1550-1812
Katz, Eyewitness: The Negro in American History
Quarles, The Negro in the American Revolution
Wesley, Richard Allen: Apostle of Freedom
Yates, Amos Fortune, Free Man
Zilversmit, The First Emancipation: The Abolition of Slavery in the North

ASSESSMENT

Have the students list and differentiate between the three types of status the black man had prior to 1800 (indentured servant, slave, free).

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II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: The profitability of cotton in the Southern economy brought about the firm entrenchment of the black man in the basic system of slave labor.

INSTRUCTIONAL OBJECTIVE

Describe and analyze slave life in America after 1800.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have the students read Franklin, From Slavery to Freedom: A History of American Negroes, "Slavery and the Industrial Revolution"; and have them discuss the impact of the Industrial Revolution on the institution of slavery.

2. The following selections are primary accounts of slave life in the South:

   Botkin (ed.), Lay My Burden Down: A Folk History of Slavery
   "Ben Simpson: Georgia and Texas"
   "Millie Evans: North Carolina"

   Cuban, The Black Man in America

   Katz, Eyewitness: The Negro in American History
   "A Slave Picks Cotton"
   "Master and Slave Relationships"
   "For Frederick Douglass, Life as a Slave Was One Continuous Battle"

   Meltzer (ed.), In Their Own Words: A History of the American Negro, Vol. I, 1619-1865
   "Picking Cotton"--"Slavery Days"

   Divide the class into small groups and have each group read one or two of these selections. Hold a class discussion on the treatment of slaves and the type of labor performed by them. Students should cite examples from their reading.

SOURCES

Blassingame, The Slave Community: Plantation Life in the Antebellum South
Botkin (ed.), Lay My Burden Down: A Folk History of Slavery
Cuban, The Black Man in America
Franklin, From Slavery to Freedom: A History of American Negroes
Katz, Eyewitness: The Negro in American History
Meltzer (ed.), In Their Own Words: A History of the American Negro Vol. I, 1619-1865
Stampp, The Peculiar Institution

ASSESSMENT

Have the students discuss and observe their logic and analysis in answering this question:

How can all of these descriptions of the work and treatment of slaves be accurate? Explain.

00022

II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: The profitability of cotton in the Southern economy brought about the firm entrenchment of the black man in the basic system of slave labor.

INSTRUCTIONAL OBJECTIVE

Identify and analyze the slaves' reaction to their status.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Show the film Slavery (F4680, b&w, 30 min.). Have the students note the various ways in which slaves adapted and reacted to their situation. Also from the film, have the students begin to note the slaves' attitudes toward themselves and their masters.

2. Have several students check some additional sources on the slaves' attitudes toward themselves and their masters. Have the students report back to the class and then compare and contrast their findings with the information contained in the movie Slavery. Sources might include Blassingame; Botkin; Feldstein, Once a Slave: The Slave's View of Slavery; Stampp; Katz; and Nichols, Many Thousand Gone: The Ex-Slaves' Account of Their Bondage and Freedom.

3. Lecture to the students on the origins of Negro folklore and spirituals. (See Fisher, Negro Slave Songs in the United States; DuBois, Souls of Black Folk; Stuckey, "Through the Prism of Folklore," in Hanes, Blacks in White America Before 1865.) Then have the students read folk tales of the slaves and listen to (or read the verse) recordings of slave songs. Discuss the following questions:

   What were the attitudes and values of the slaves as expressed in these tales and songs?
   What things were of greatest concern to the slaves?
   What do these songs and tales reveal about the slaves' attempt to survive under the conditions of slavery?

4. Assign individual reports on the following topics:

   Denmark Vesey
   Nat Turner (See Activity 5.)
   Harriet Tubman (See Activity 6.)
   Underground Railroad (See Activity 6.)

   These topics describe ways in which slaves reacted to their conditions and attempted to break the bonds of slavery. What motivated slaves to attempt things such as those described in these reports?

5. Listen to the recording "The Original Confession of Nat Turner" (EAV cat.). Are there any clues or indications that the confession has been tampered with by the authorities? From the recording, what motivated Turner to lead a slave revolt? From your frame of reference, are his motives justifiable? What price freedom?

00023

6. Show the film Harriet Tubman and the Underground Railroad (F4177, b&w, 54 min.). The film tells the story of Tubman's work during the 1850's as conductor on the underground railroad which carried fleeing slaves to freedom.

7. As a culminating activity and review of slavery in the United States, show the film History of the Negro in America--Part I, 1619-1860, Out of Slavery (F150, b&w, 20 min.), or the film Negro Slavery (F5447, c, 25 min.). How complete and accurate are these films in light of the information gathered on slavery?

8. Update question: What techniques are more successful than others when attempting to bring about social change? Are the techniques used during the slave period still used today? Which ones are and which are not? Why?

SOURCES

Aptheker, American Negro Slave Revolts
Bennett, Before the Mayflower
Blassingame, The Slave Community: Plantation Life in the Antebellum South
Botkin, Lay My Burden Down: A Folk History of Slavery
Chambers, Chronicles of Black Protest
Dorson, American Negro Folk Tales
DuBois, Souls of Black Folk
Feldstein, Once a Slave: The Slave's View of Slavery
Fishel & Quarles, The Black American: A Documentary History
Fisher, Negro Slave Songs in the United States
Franklin, From Slavery to Freedom: A History of American Negroes
Hanes, Blacks in White America before 1865; Stuckey, "Through the Prism of Folklore"
Hughes & Bontemps (eds.), Book of Negro Folklore
Katz, Eyewitness: The Negro in American History
Lomax, John and Alan, American Ballads and Folksongs
Nichols, Many Thousand Gone: The Ex-Slaves' Account of Their Bondage and Freedom
Stampp, The Peculiar Institution
Stuckey, (See Hanes.)
Talley, Negro Folk Rhymes, Wise and Otherwise
White, American Negro Folksongs
Work (ed.), American Negro Songs and Spirituals

ASSESSMENTS

Have students compare the slave songs, tales, and revolts with examples of contemporary black protest. Analyze these to identify similarities in attitude and technique.

Have students write a formal criticism of the movies in Activity 7.

000024

II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: Free blacks adapted to, as well as resisted, the forces of prejudice and discrimination during the antebellum period.

INSTRUCTIONAL OBJECTIVE

Identify and analyze the conditions of free blacks in the North and South.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Hold a class discussion in which students speculate as to the conditions faced by the free blacks in the areas of voting and other legal rights, housing, and employment. Have the students evaluate their hypotheses by checking the following sources: McHugh, The Hurricane Promise: Free Negroes Before the Civil War; Cuban; Franklin; Fishel & Quarles; Katz; Litwack, North of Slavery: The Negro in the Free States, 1790-1860; Osofsky.

2. Read to the class the short paragraph which appears on page 76 of Meltzer's In Their Own Words: A History of the American Negro, Vol. I, 1619-1865, about Prudence Carandal of Connecticut admitting a black girl to her private school. Have the students try to account for the community's harsh reactions. Other selections about Carandall appear in Katz.

3. Assign several students to cover various regions of the country--New England, Middle Atlantic, Southern, and Western states. Have each student write a short description of the treatment of free blacks in his or her assigned area and report the findings. Hold a discussion in which the class compares and contrasts the treatment of free blacks in the regions studied. Possible sources are: Franklin, McHugh, Cuban, Katz, Litwack, and Osofsky.

4. Update question: Have the students make a brief list of the similarities and differences between Northern and Southern blacks during slave times. Then have them cite any differences that might exist today between the Northern and Southern blacks in the economic, political, and social realm.

SOURCES

Cuban, The Black Man in America
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Katz, Eyewitness: The Negro in American History
Litwack, North of Slavery: The Negro in the Free States, 1790-1860
McHugh, The Hurricane Promise: Free Negroes Before the Civil War
Meltzer (ed.), In Their Own Words: A History of the American Negro, Vol. I, 1619-1865
Osofsky, The Burden of Race

ASSESSMENT

In trying to justify slavery, some Southerners stated that free blacks in the North faced discrimination, prejudice, and lack of opportunity, and thus were no better off than blacks in slavery.

Have the students write a paper expressing their opinion of this argument.

II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: Free blacks adapted to, as well as resisted, the forces of prejudice and discrimination during the antebellum period.

INSTRUCTIONAL OBJECTIVE

Determine the response of free blacks to their condition.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have students research how free blacks responded to their treatment before the Civil War. Hold a class discussion based upon the questions, following each response.

   a) Establishment of educational institutions

      Sources: Woodson, The Education of the Negro Prior to 1861; Franklin; Litwack; Fishel & Quarles; Meltzer

      Questions:
      Why did free blacks have to establish separate schools?
      How did these educational institutions contribute to the advancement of blacks in the years prior to the Civil War?
      Why did the Southern states restrict slave instruction?

   b) Development of the black church

      Sources: Litwack; Franklin; Quarles; McHugh; Fishel & Quarles; Bracey, Meier & Rudwick, Black Nationalism in America

      Questions:
      Why did blacks have to form separate churches?
      What was the white explanation for separate churches?
      Does the notion of separate churches fit into Christian ideals?
      Describe how the church was important in the everyday lives of the black community.
      What was the contribution of black churchmen in the fight for black advancement in the years prior to the Civil War?

   c) Building of black self-help organizations

      Sources: Bell, The Negro Convention Movement, 1830-1860; Porter, Early Negro Writing; E. Franklin Frazier, The Negro in the United States; Franklin; Bracey, Meier & Rudwick; Fishel & Quarles

      Questions:
      Why did they develop?
      What were the chief concerns of the black self-help organizations?
      What techniques for fighting racial injustice were advocated by the various black conventions?
      Do the techniques sound familiar?

2. Have students make brief reports on some important free blacks and organizations before the Civil War.

   Sources:

   Paul Cuffe (McHugh; Franklin; Adams; Fishel & Quarles; Katz)
   Benjamin Banneker (McHugh; Franklin; Adams; Fishel & Quarles; Katz)
   Phillis Wheatley (Franklin; Adams; Katz)
   Richard Allen and the African Methodist Episcopal Church (McHugh; Franklin; Adams; Bracey, Meier & Rudiwick; Katz)
   Henry Highland Garnet (McHugh; Franklin; Adams; Katz)
   Norbert Rillieux (McHugh; Adams; Katz)
   Masons (Franklin; Bracey, Meier & Rudwick; Katz)

   After the reports, have students discuss the significance of the achievements of free blacks for the black community and for the white community.

3. Update question: Are the black church and black school still the most important vehicles for social reform today?

SOURCES

Adams, Great Negroes, Past and Present
Bardolph, Black Vanguard
Bell, The Negro Convention Movement, 1830-1860
Bennett, Pioneers in Protest
Bracey, Meier & Rudwick, Black Nationalism in America
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Frazier, E. Franklin, The Negro in the United States
Katz, Eyewitness: The Negro in American History
Litwack, North of Slavery: The Negro in the Free States, 1790-1860
McHugh, The Hurricane Promise: Free Negroes Before the Civil War
Meltzer, In Their Own Words: A History of the American Negro, Vol. I, 1619-1865
Porter, Early Negro Writing
Woodson, The Education of the Negro Prior to 1861

ASSESSMENT

Have the students discuss or write on the following statement and observe their ability to provide specific facts and examples:

> One way members of a minority group may respond to racial inequality is through adaptation to the system. In what ways did the free black community before the Civil War adapt to the system?

00027

II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: Free blacks adapted to, as well as resisted, the forces of prejudice and discrimination during the antebellum period.

INSTRUCTIONAL OBJECTIVE

Identify and analyze the roles of various people and groups on behalf of the abolition of slavery.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have the class read David Walker's "Appeal" (1828) found in Katz; Chambers; or Fishel & Quarles. Discuss these questions with the class:

   What are the major points of the document?
   How do you think the South reacted to this pamphlet?
   Why was it considered by some to be the most militant document written to date?
   How did other abolitionists react to Walker's statements?
   Why? (Chambers)

2. Either by the use of the film Frederick Douglass: The House on Cedar Hill (F5410), the filmstrip "Leading American Negroes" (SVE), or a student report, have the students first become familiar with the life of Frederick Douglass. Then have them read and summarize his main thoughts and actions to determine why he became the leading spokesman for the black community before, during, and after the Civil War. Selected speeches and writings might include:

   "The North Star Shall Live" (1847) in Chambers
   "What is your Fourth of July to me?..." (1852) in Meltzer
   Speech of 1857, in Katz
   "Men of Color, To Arms" (1863) in Chambers; Fishel & Quarles; or Meltzer
   "To Maintain in Freedom" (1866) in Chambers

3. Show the film Frederick Douglass: The House on Cedar Hill (F5410, b&w, 17 min.). This film traces the life and background of Frederick Douglass and describes his role in the abolition movement.

4. Have the students determine the significance of the following people or groups in the abolition movement:

   William Lloyd Garrison
   American Anti-Slavery Society
   William Wells Brown
   Samuel Cornish
   Sojourner Truth
   American Colonization Society
   James Forten
   Joseph Cinque

5. Read to the class the two accounts in Katz concerning mob violence against two abolitionists. Ask the students to try to account for the hostile reaction given the abolitionists. Why would the abolitionists be considered extremists and idealists for the time period?

6. Show the film The Jackson Years: Toward Civil War (F5364, c, 27 min.). Have the students note why during this time period of social and political reform (including the abolition movement), the Jackson years were also years of inactivity on the issue of slavery.

SOURCES

Adams, Great Negroes, Past and Present
Chambers, Chronicles of Black Protest
Degler, Out of Our Past
Fishel & Quarles, The Black American: A Documentary History
Foner, Frederick Douglass
Franklin, From Slavery To Freedom: A History of American Negroes
Katz, Eyewitness: The Negro in American History
Meltzer, In Their Own Words: A History of the American Negro, Vol. I, 1619-1865
Quarles, Black Abolitionists

ASSESSMENT

Have the students account for the diversity of views, techniques, and the backgrounds of the people that were a part of the "abolition movement." Each student should be concerned with comparing and contrasting at least three personalities in the abolition movement.

00029

II. BLACKS IN THE NEW WORLD UNTIL EMANCIPATION (1863)

TOPIC: Free blacks adapted to, as well as resisted, the forces of prejudice and discrimination during the antebellum period.

INSTRUCTIONAL OBJECTIVE

Identify and evaluate the activities of blacks during the Civil War.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have students debate the question: "Blacks should be allowed to serve in the Civil War." The teacher should make sure that the debate stays within the perspective of the Civil War years.

   Sources: Cuban, Franklin, Quarles

   After the debate, summarize the major points for and those against blacks serving in the Civil War. Have the students discuss the validity of these points regarding black participation in the military today.

2. Have students report on the activities of the following blacks during the Civil War:

   Sergeant William H. Carney
   Private James Gardiner
   Corporal James Miles
   Elizabeth Kechley
   Harriet Tubman

3. Have students speculate on the reactions of the black man and the Southern white to the Emancipation Proclamation.

   Sources: Fishel & Quarles; Franklin

4. Have several students investigate President Lincoln's plans for the newly freed black man: compensation and colonization. Have the students deal with the following questions: What was the nature of each plan? What was the reaction of blacks to these plans? Why did both plans fail to materialize on a large scale?

   Sources: Hudson; Franklin

5. Have students report on the private associations assisting the education of the black man:

   The American Missionary Association
   The National Freedman's Relief Association
   The New England Freedman's Society
   The Union League

SOURCES

Cornish, The Sable Arm
Cuban, The Black Man in America
David, The Black Soldier from the American Revolution to Vietnam
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Hudson, Forward for Freedom: Mr. Lincoln and the Negroes
Lee, Negro Medal of Honor Men
McFeely, Yankee Stepfather: General O. O. Howard and the Freedmen
Meltzer, In Their Own Words: A History of The American Negro, Vol. I, 1619-1865
Wakin, Black Fighting Men in U. S. History

ASSESSMENT

In written form, have students support or refute this statement: "Economically, politically, and socially, the black man experienced more change and upward mobility in the period 1861-1865 than during any other time period to that date." Have students cite historical data to support their points of view.

00031

III. RECONSTRUCTION TO WORLD WAR II

TOPIC: The realities of freedom and equality have continued to elude Black Americans for more than a hundred years since Emancipation.

INSTRUCTIONAL OBJECTIVE

Determine and evaluate the effects President Andrew Johnson's Reconstruction policies had on the freedman.

SUGGESTED ACTIVITIES AND PROCEDURES

1. For an overview of the entire Reconstruction period, show the film History of the Negro in America--Part II, 1861-1877 (F0164, b&w, 19 min.). As the students watch the film, have them note the three major phases of Reconstruction: Presidential Phase, Congressional Phase, and the ending of Reconstruction.

2. Give to the students an account by a freedman, by a Northerner, and by a Southerner explaining how each felt about the newly won freedom for the slaves. Have students summarize the major feelings, attitudes, and expectations of the three. Place these summary points on the board, and have the students note the areas of agreement and disagreement. From this evaluation of the three accounts, have the students anticipate problems the freedman might face in the South after the Civil War.

   Accounts by freedmen:

   "A Soldier Asks for the Vote," Katz
   "The Aspirations of Free Men," Katz
   "When Freedom Come...," Meltzer

   Accounts by Northerners:

   "Northern Visitor Views the Southern Problem," Katz
   "A Program for Racial Reform," Osofsky

   Accounts by Southerners:

   "Ideas That Did Not Die with the Confederacy," Katz
   A conversation between a Northerner and a planter, Jackson, The Lost Promise

3. Put on a transparency these policies taken by President Johnson regarding the Southern states in May of 1865:

   a) He extended a general amnesty to Confederates except planters owning $20,000 or more in taxable property. These planters were eligible for special pardons.

   b) Confiscated land was returned to original owners.

   c) In each Southern state, a provisional governor was appointed who was to supervise a constitutional convention and new elections.

00032

d) Voting and office-holding was to be restricted to those who had taken the amnesty oath and qualified under the state's election laws of 1860.

e) Southern states were to invalidate their ordinances of secession.

f) Southern states were to ratify the 13th Amendment, which abolished slavery.

g) Southern states were to repudiate their war debts.

h) Martial law was to be revoked and federal troops were to be withdrawn from the South.

Sources: Katz; Franklin, Reconstruction After the Civil War; Cruden; Franklin, From Slavery to Freedom: A History of American Negroes

Have students discuss the fairness of Johnson's program toward the South and toward the freedman.

4. Have several students report on the actions taken by the newly constructed Southern state governments. (See Katz; Franklin, From Slavery to Freedom: A History of American Negroes; Franklin, Reconstruction: After the Civil War; Stampp; Cruden.) For the freedman, was there going to be a "new day" in the South after the Civil War?

5. Give to students a copy of "The Black Code of St. Landry's Parish, Louisiana" (Osofsky). Have the students compare this code to the slave codes. What was the purpose of black codes? Did Southerners have any sound basis for establishing such codes?

6. Have a student report on the structure, functions, and activities of the Freedmen's Bureau, established in March 1865. Have the student give the arguments for and against its creation, the major strengths and weaknesses of the Bureau, and an evaluation of the Bureau's activities. Were charges of corruption in the Bureau justified? (See Jackson; Franklin, From Slavery to Freedom: A History of American Negroes; Katz; Stampp; Cruden; Franklin, Reconstruction After the Civil War.)

SOURCES

Cruden, The Negro in Reconstruction
Franklin, From Slavery to Freedom: A History of American Negroes
Franklin, Reconstruction After the Civil War
Jackson, The Lost Promise
Katz, Eyewitness: The Negro in American History
Meltzer, In Their Own Words: A History of the American Negro, Vol. II, 1865-1916
Osofsky, The Burden of Race
Stampp, The Era of Reconstruction, 1865-1877

ASSESSMENT

Have the students react either orally or in writing to Frederick Douglass's statement directed at President Johnson: "You enfranchise your enemies and disenfranchise your friends." Student responses should include the meaning of the statement and at least five pieces of evidence to support or refute Douglass's charge.

III. RECONSTRUCTION TO WORLD WAR II

TOPIC: The realities of freedom and equality have continued to elude Black Americans for more than a hundred years since Emancipation.

INSTRUCTIONAL OBJECTIVE

Identify and analyze the reasons for and results of Congressional Reconstruction.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have the class simulate the hearings of the Congressional Joint Committee of Fifteen, established to evaluate President Johnson's Reconstruction policies. Have several students play the roles of members of the committee, with each student being responsible for interrogating a witness. Have other students play the roles of witnesses. Witnesses might include former slaves, Southerners, Freedmen's Bureau agents, Northerners living in the South, and Army officers. Source material for these roles might include:

   "A Report on Reconstruction" by Carl Schurz (Osofsky)
   "General Swayne Reports on Texas," Katz
   "The Rebel Spirit Lives On," Katz
   "Trouble for the Freedmen's Bureau in Kentucky," Katz
   "The Freedmen's Bureau Courts," Katz
   "Defending the Night School," Katz
   "'The President...Seemed to Forget'," Katz
   "'To Maintain in Freedom'," by Frederick Douglass (Chambers)
   "Free to Starve," Chambers
   "From Memphis to New Orleans," Meltzer
   "A Moderate though Skeptical View," testimony of General Robert E. Lee (Fishel & Quarles)
   "Freedom but No Further," testimonies of a Freedmen's Bureau offical, an ex-slave, and black farmer (Fishel & Quarles)

   After the conclusion of the testimony, have the Committee report its findings by listing the conditions and problems facing the freedmen, the attitudes and actions of the Southerners, and recommendations for changes in the Reconstruction policies. (For general information on the Joint Committee, see Franklin, Reconstruction After the Civil War; Stampp; Cruden.)

2. On a transparency, give the students the Congressional plan for Reconstruction:

   a) The Confederate states were divided into five military districts.

   b) Federal troops were used to maintain peace and enforce the law in each district.

   c) Each district officer was to supervise the election of delegates to state constitutional conventions.

   d) Adult males, regardless of color, who were not disenfranchised for participation in the Civil war, were to vote for delegates; and the new constitutions were to include similar provisions for enfranchisement.

00034

e) A state could be admitted to the Union and its Congressional delegation seated when a majority of voters ratified the state's constitution and when the state had ratified the 14th Amendment.

Through a class discussion, have students: a) compare and contrast their plan for Reconstruction with the real plan; b) compare and contrast the President's plan with that of the Congress; c) analyze the plan in terms of its effect on the freedmen and on the Southerners; and d) discuss whether the Congressional Reconstruction plan was "radical" for the time period.

3. Have the students read the 13th, 14th, and 15th Admendments to the Constitution. Have each student state in his own terms the exact provisions of the three amendments. Analyze these statements to identify loopholes which could be used to legally deny the black man his rights as a citizen. How do these Amendments illustrate legal inclusion of blacks into the system? Why was the 14th Amendment considered "radical" for the time period?

4. Have the students discuss and evaluate the political participation of blacks during Reconstruction by:

   a) Answering these preliminary questions:

      Which political party did most blacks support? Why?
      Why did blacks become so involved in politics?
      How valid was the argument put forward by some Southerners that blacks should not vote nor hold office because they lacked formal education? (Look at the education of some of the blacks in the Reconstruction governments [Davis] and the educational requirements for whites during the period.)

   b) Studying the two charts which show black participation in state constitutional conventions and in the lower state house, 1870-71 (See Supplementary material, VII.) What do the charts show? How accurate was the Southerner's contention that blacks dominated the government during Reconstruction?

   c) Studying the debates in the South Carolina constitutional convention (Katz) and listing some of the accomplishments of these conventions (See Franklin, From Slavery to Freedom: A History of American Negroes or Jackson.) Have the students evaluate these constitutions.

   d) Having several students investigate Congressional Reconstruction in the states of Mississippi and South Carolina (See Franklin, Cruden, and Stampp.) Have the students investigate the political participation of blacks in these states to see whether Southern charges of corruption and misrule were valid.

5. Have individual student reports on the following black politicians during Reconstruction:

   Robert Smalls (Adams; Katz; Franklin, Reconstruction After the Civil War)
   Blanche K. Bruce (Adams; Katz; Franklin, Reconstruction After the Civil War)
   P.B.S. Pinchback (Adams; Katz; Franklin, Reconstruction After the Civil War; Jackson)
   Francis Cardozo (Katz; Franklin, Reconstruction After the Civil War; Jackson)

Have the students note the educational background of each person, the office held, length of service, and viewpoints on the issues of the day.

SOURCES

Adams, Great Negroes, Past and Present
Chambers, Chronicles of Black Protest
Cruden, The Negro in Reconstruction
David, The American Negro Reference Book
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Franklin, Reconstruction After the Civil War
Jackson, The Lost Promise
Katz, Eyewitness: The Negro in American History
Meltzer, In Their Own Words: A History of the American Negro, Vol. II, 1865-1916
Osofsky, the Burden of Race
Stampp, The Era of Reconstruction, 1865-1877

ASSESSMENT

Have the students list and explain five arguments which would challenge the Southerners' notion that Congressional Reconstruction was "composed of and dominated by illiterate ex-slaves who scarcely knew how to conduct themselves."

00036

III. RECONSTRUCTION TO WORLD WAR II

TOPIC: The realities of freedom and equality have continued to elude Black Americans for more than a hundred years since Emancipation.

INSTRUCTIONAL OBJECTIVE

Identify the causes and effects of the ending of Reconstruction governments in the South.

SUGGESTED ACTIVITIES AND PROCEDURES

1. As an overview to this topic, show the filmstrip "Reconstruction"--Part II of Free at Last of the Men of Thought--Men of Action series. Have the students note the successes and failures of the black man's attempts to achieve social, political, and economic equality during Reconstruction and the reasons for these accomplishments and setbacks.

2. Give to students several accounts of the activities of the Ku Klux Klan and other like-minded organizations that took form in the South during Reconstruction. Some suggested reading are:

   "How Terror Worked," Jackson
   "The Purposes of the Ku Klux Klan," Katz
   "The Power of the Ku Klux Klan," Katz
   "A Visit from the Ku Klux Klan," Osofsky
   "K K K," Meltzer

   After the students have read these selections, have them discuss:

   How did the K K K and other secret organizations help to destroy Congressional Reconstruction?
   What was the Klan's rationale for their actions?
   What was the Ku Klux Act of 1871 and why was it passed?

3. Have the students read on the political disenfranchisement of the black man, in Franklin's From Slavery to Freedom: A History of American Negroes. In a lecture-discussion, emphasize the following terms and activities:

   Re-enfranchisement of former Confederates
   Changing polling places without notice to black voters
   Poll tax
   Gerrymandering of districts
   Attempted black and poor white coalition in the Populist movement
   Property and intelligence as requirements for voting
   "Grandfather clause" (Louisiana)

4. Show pictures or transparencies of Jim Crow signs used in the South, to depict segregation during and after this period.

5. In a discussion, have the class speculate about how the South was able to overthrow Congressional Reconstruction. Why did the North lose interest in the

black man's cause? Have a few students read in Franklin, From Slavery to Freedom: A History of American Negroes; Jackson; Stampp; and Cruden to verify the class's answers. Also have the class consider what effect the disputed election of 1876 and the resulting compromise of 1877 had on the ending of Reconstruction.

6. Have the students read one account of a black political leader's view on the ending of Reconstruction. What problems are mentioned? Do these problems exist even today? Some selections are:

"Discrimination in Mississippi Elections," Frazier
"A Negro Congressman Denounces Segregation," Katz
"Is the Negro a man?...." Meltzer
"Justice demands it...." Meltzer

7. Ask students to cite examples of effects of the Reconstruction Era in the Metropolitan Washington area.

Education: establishment of Howard University, the problem of school integration in the District of Columbia (Fishel & Quarles)
Politics: the question of home rule for the District, 1871
Economics: blacks as government employees

SOURCES

Cruden, The Negro in Reconstruction
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Franklin, Reconstruction After the Civil War
Frazier, Afro-American History: Primary Sources
Katz, Eyewitness: The Negro in American History
Jackson, The Lost Promise
Meltzer, In Their Own Words: A History of the American Negro, Vol. II, 1865-1916
Osofsky, The Burden of Race
Stampp, The Era of Reconstruction, 1865-1877

ASSESSMENT

Have the students react to this statement on the basis of the material presented: "The Reconstruction period was perhaps one of the most frustrating periods in the history of the black man." Have the students list and explain at least three reasons why the statement might be correct.

III. RECONSTRUCTION TO WORLD WAR II

TOPIC: The black leadership after Reconstruction sought constantly and in many different ways to achieve that equality implied by democracy.

INSTRUCTIONAL OBJECTIVE

Compare and contrast the efforts and philosophies of Booker T. Washington and W. E. B. DuBois.

SUGGESTED ACTIVITIES AND PROCEDURES

1. As a background setting to the period of 1877-1900, review with students the political, social, and economic conditions of blacks after the ending of Reconstruction. Why did discussions of politics and education dominate the times? (See Franklin.)

2. Show the film Free At Last (F4679, b&w, 30 min.). Have the students note the ideas and philosophies of Booker T. Washington and W. E. B. DuBois.

3. As an introduction to an analysis of the debate between Washington and DuBois, have individual students present biographical sketches of both men.

4. Have students determine the views and describe the activities of Washington and DuBois either by having them listen to recordings ("Silhouettes in Courage," Vols. 2 and 3), having two students role-play a debate, or by having the class read excerpts from these suggested sources.

   Cuban; Meltzer; Moran, The Reign of Jim Crow: Separatism and the Black Response; Osofsky; Katz; Frazier; Fishel & Quarles

   Have the students discuss the following questions:

   What approach did Washington and DuBois advocate regarding the situation of the black man?
   How does a knowledge of each man's background help explain the views expressed?
   What are the similiarities in views between the two?
   Was one view necessarily "better" for the black man during the time period than the other view?
   In what forms today does the debate go on between Washington and DuBois?

5. Have individual students report on the activities and contributions of the following to the black man's cause after Reconstruction:

   T. Thomas Fortune
   George Washington Carver (See Activity 6.)
   Ida B. Wells
   Tuskegee Institute

6. Show the film George Washington Carver (F4094, b&w, 11 min.) which presents the black scientist at work in his laboratory and outlines his important contribution to agricultural research.

00039

SOURCES

Cuban, The Black Man in America
DuBois, Souls of Black Folk, "of Booker T. Washington and others"
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Frazier, Afro-American History: Primary Sources
Katz, Eyewitness: The Negro in American History
Lyons, Black Leadership in American History
Meier, Negro Thought in America, 1880-1915: Racial Ideologies in the Age of Booker T. Washington
Meltzer, In Their Own Words: A History of the American Negro, Vol. II, 1865-1916
Moran, The Reign of Jim Crow: Separatism and the Black Response
Osofsky, The Burden of Race
Rudwick, W. E. B. DuBois: Propagandist of the Negro Protest

ASSESSMENTS

From a list of ten statements which reflect the views of either Washington or DuBois, have students match the views with the correct man.

Have the students discuss the following question: Given the attitudes of the time, which approach--Washington's or DuBois's--was the most effective? Explain.

00040

III. RECONSTRUCTION TO WORLD WAR II

TOPIC: The black leadership after Reconstruction sought constantly and in many different ways to achieve that equality implied by democracy.

INSTRUCTIONAL OBJECTIVE

Determine the impact and consequences of the migration of blacks to the urban areas of the North.

SUGGESTED ACTIVITIES AND PROCEDURES

1. As an overview to the remainder of the course material, show the film History of the Negro in America--Part III, 1877-Today (F183, b&w, 21 min.). Have the students note especially the reasons for the urban migration of the black population.

2. Provide statistics on the urban migration of black people for the period 1900 to the most recent available. (See Historical Statistics of the United States; Davis.) Have the students analyze and compare the data to determine what was happening to the black population.

3. Have students read in Frazier, "Why Blacks Chose to Leave the South"--a section of letters of black migrants written in the period 1916-1918.

4. Using information gleaned in activities two and three, have students list the "push" and "pull" reasons why so many blacks left the South. (See Williams; Frazier; Franklin.)

5. Have a student report on the Niagara Movement (1905), the subsequent founding of the National Association for the Advancement of Colored People (NAACP), and the role of DuBois in the organization. (See Katz; Franklin.) What were the major purposes of the organization? What events sparked its establishment?

6. Have the students read the background material on the East St. Louis Riot of 1917 and discuss the related questions (see Supplementary Material VIII). Have several students investigate the Chicago riot of 1919 (see Franklin; Osofsky; Fishel & Quarles; Cuban). Why did racial troubles develop in American urban areas after World War I? How do these riots serve as examples of the general feeling of intolerance in the early 1920's?

7. Show the filmstrip "Tides of Change," Part I of the Men of Thought-Men of Action series. Use the filmstrip as an introduction to the events of the 1920's by having the students note the "Back to Africa" movement of Marcus Garvey and the significance of the Harlem Renaissance.

8. Have the students read selections dealing with Marcus Garvey and his "Back to Africa" Movement. Some possible selections are:

   "'I Will Help Make Them...'," Williams, Northward Bound: From Share Cropping to City Living
   "Marcus Garvey: 'The Negro Must Have a Country'," Katz

"The Negro's Greatest Enemy," Frazier
"Marcus Garvey's Universal Negro Improvement Association," Osofsky
"Declaration of Rights of the Negro Peoples of the World," Osofsky
"Black men, you shall be great again....," Meltzer

Hold a class discussion on the following questions: What were the major purposes of the movement? Why was Garvey so popular among blacks? Compare and contrast Garvey's philosophy with those of Washington's and Dubois's. What were the successes of the movement? Why did it fail?

9. Give out to students examples of the poetry of Langston Hughes, Claude McKay, and Countee Cullen. (See Emanuel & Gross, Dark Symphony--Negro Literature in America.) Have the students analyze these selections to identify the basic themes and concerns of the Harlem Renaissance writers.

10. Compare and contrast the poetic styles of Paul L. Dunbar, "We Wear the Mask" with Countee Cullen's "The Incident," and LeRoi Jones's (Imamu Baraka's) "A Poem for Black Hearts." (See Emanuel & Gross.) What does each poem depict about the time period in which it was written and the mood of each author?

11. Show the film Paul Laurence Dunbar: American Poet (F4751, c, 14 min.). The film describes the struggles of a black poet and shows how his life experience is reflected in his work. (See Activity 9.)

12. Have several students do biographical sketches of the following:

    Paul Robeson
    W. C. Handy
    Bessie Smith
    Billie Holiday

    What contribution did each make to the cultural renaissance of the 20's and 30's? Where possible, play recordings of the music of the individuals.

13. As a summary to the Renaissance period, show the filmstrip The Harlem Renaissance and Beyond, Part I and II (Guidance Associates). Have the students attempt to discern the various stages of the Harlem Renaissance.

SOURCES

Adams, Great Negroes Past and Present
Cuban, The Black Man in America
David, The American Negro Reference Book
Emanuel & Gross (eds.), Dark Symphony--Negro Literature in America
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Frazier, Afro-American History: Primary Sources
Garvey (ed.), Philosophy and Opinions of Marcus Garvey
Historical Statistics of the United States
Huggins, Harlem Renaissance
Hughes, Don't You Turn Back
Katz, Eyewitness: The Negro in American History
Lyons, Black Leadership in American History

00042

Meltzer, In Their Own Words: A History of the American Negro, Vol. III, 1916-1966
Osofsky, The Burden of Race
Pinkney, Black Americans
Rollins, Famous American Negro Poets
Williams, Northward Bound: From Sharecropping to City Living

ASSESSMENT

Given reasons for the black migration to the North, the student should identify those that are "push" and those that are "pull" causes.

Have the student list and explain at least three effects of the urban migration of blacks.

00043

III. RECONSTRUCTION TO WORLD WAR II

TOPIC: The black leadership after Reconstruction sought constantly and in many different ways to achieve that equality implied by democracy.

INSTRUCTIONAL OBJECTIVE

Describe the effects on the black man of the Depression and the New Deal.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have the students read several accounts of how the Depression affected blacks. Some suggestions are:

   "The Desperate Voice of the Unemployed," Katz
   "Sharecropper and the White House Door," Katz
   "Light and Darkness in the Tennessee Valley," Katz
   "Just hanging on...," Meltzer
   "No rent money," Meltzer
   "Ain't make nothing, don't speak nothing...," Meltzer
   "Inequalities in New Deal Relief Programs," Fishel & Quarles

   After reading these accounts, have students discuss: Everyone who lived during the Depression felt the economic consequences, but why was the black man hit hardest? (See Meier & Rudwick; Bellamy, Glory Road: The Visible Black Man.) Did the New Deal programs apply equally to both blacks and whites? (See Bellamy; Meier & Rudwick; Franklin.)

2. Have some students give a presentation of Franklin Roosevelt's Black Cabinet or Black Brain Trust. Especially have them deal with the activities of Robert C. Weaver and Mary McLeod Bethune. What was the significance for blacks of this "Cabinet"? (See Franklin; Katz.)

3. Have the class speculate about the political reorientation of black voters. Why did most blacks vote Republican before the Depression? Why did the blacks generally change party allegiance during Roosevelt's administration? Which political party do most blacks favor today? Why? (See Franklin.)

SOURCES

Bellamy, Glory Road: The Visible Black Man
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Katz, Eyewitness: The Negro in American History
Meier & Rudwick, From Plantation to Ghetto
Meltzer, In Their Own Words: A History of the American Negro, Vol. III, 1916-1966
Wolters, Negroes and the Great Depression: The Problem of Economic Recovery

ASSESSMENT

Have the students list and explain at least three effects of the Depression and New Deal on the black man.

00044

IV: THE BLACK REVOLUTION

TOPIC: The black man's challenge to discrimination at home and in the military during the years of World War II brought about changes in America's policy toward blacks.

INSTRUCTIONAL OBJECTIVE

Determine and analyze the problems and reactions of the black man to the homefront during World War II.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have students read the historical background material on "War and Jobs" and discuss the questions. (See Supplementary Material IX.)

2. Read about A. Philip Randolph's March on Washington.

   Sources: Osofsky; Chambers; Meltzer; Broderick & Meier, Negro Protest Thought in the Twentieth Century; Franklin; Bracey, Meier, & Rudwick

   To which basic problems was Randolph's Movement responding?

   How did it help to bring about Roosevelt's issuance of Executive Order No. 8802--the Fair Employment Practices Act?

   What was the reaction of the black community to the executive order?

3. Put the following quotation by Roy Wilkins of the NAACP on the board: "It sounds pretty foolish to be against park benches marked 'Jude' in Berlin, but to be for park benches marked 'colored' in Tallahassee, Florida." (Fishel & Quarles)

   Have the students discuss the meaning and implications of the statement.

4. Have an individual student report on the causes and significance of the Detroit race riot of June 1943.

   Why were there no serious racial disturbances at the conclusion of World War II?

   Sources: Frazier; Bellamy; Franklin; Osofsky

SOURCES

Bellamy, Glory Road: The Visible Black Man
Bracey, Meier & Rudwick, Black Nationalism in America
Brisbane, The Black Vanguard: Origins of the Negro Social Revolution
Broderick & Meier, Negro Protest Thought in the Twentieth Century
Chambers, Chronicles of Black Protest
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes

Frazier, Afro-American History: Primary Sources
Meltzer, In Their Own Words: A History of the American Negro, Vol. III, 1916-1966
Osofsky, The Burden of Race

ASSESSMENT

Have students list at least three problems faced by black people on the homefront during World War II. From their list, have them choose the one that they consider to be the most serious and justify their answer.

00046

IV: THE BLACK REVOLUTION

TOPIC: The black man's challenge to discrimination at home and in the military during the years of World War II brought about changes in America's policy toward blacks.

INSTRUCTIONAL OBJECTIVE

Receive and interpret information regarding the status of the black man in the military service during World War II.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Give to the students excerpts from letters written to the NAACP by black soldiers. (See Osofsky.)

   What is the chief complaint of most of the letters? What do these letters reveal about the treatment of the black soldier during World War II?

2. Have the students read Frazier's "The Attitude of the Black Fighting Man." Hold a class discussion covering the following points:

   Who was the author? What was his background?
   Is there any reason to suspect bias?
   What were the complaints of the black fighting man?
   What conditions gave rise to his complaints and attitude?
   Are the complaints of the black soldier unique to blacks, or are they common to all soldiers?

3. Present the table "Racial Distribution in the Army by Types of Service as of December 31, 1942." (See David.) Have students analyze this table to determine the types of duties assigned to black soldiers and the types of duties that were relatively closed to them.

4. Have a student research and report on the various policy changes regarding blacks as soldiers during World War II. How important were these changes?

   Sources: Franklin; David

5. Have the students compare and contrast the conditions of black soldiers in all of the armed conflicts by viewing the film The Black Soldier (F5426, b&w, 25 min.). This film surveys the history of the Black American's participation in the armed forces of the United States from the Revolutionary War to the war in Vietnam.

6. For a detailed discussion of the Black American in World War II and possible topics for individual student research, refer to David; Katz; and Wakin, Black Fighting Men in U.S. History.

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Suggested names for study:

Gen. Benjamin O. Davis, Sr.
Major Gen. Benjamin O. Davis, Jr.
Col. Charles Young
Dorie Miller
Dr. Charles Drew

7. Update: Have the students read "As Race Issue Hits Armed Forces...," U.S. News and World Report, September 1, 1969, pp. 26-27; or news or magazine accounts of the USS Constellation or the USS Kitty-Hawk incident.

   Compare the problems in these articles with those in "The Attitude of the Black Fighting Man."

   Has the situation improved since 1943?

   What steps are now being taken to correct racial tensions in the armed forces?

SOURCES

Adams, Great Negroes Past and Present
"As Race Issue Hits Armed Forces...," U.S. News and World Report, September 1, 1969, pp. 26-27
David, The American Negro Reference Book
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery To Freedom: A History of American Negroes
Frazier, Afro-American History: Primary Sources
Katz, Eyewitness: The Negro in American History
Osofsky, The Burden of Race
Wakin, Black Fighting Men in U.S. History

ASSESSMENT

Have the students construct a "Before World War II" and "After World War II" chart showing at least five ways in which military conditions for the black soldier changed.

00048

IV: THE BLACK REVOLUTION

TOPIC: The black man's challenge to discrimination at home and in the military during the years of World War II brought about changes in America's policy toward blacks.

INSTRUCTIONAL OBJECTIVE

Identify the impact that World War II had on America's domestic policy toward blacks.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Provide the students with the quotation by Walter White, executive secretary of the NAACP in 1945, found in Supplementary Material X.

   Discuss with students the following questions:

   What was the impact on the American black man's self-concept brought about by the defeat of Hitler and his master-race theory and the beginning-of-the-end of white colonial rule?
   What prediction did Walter White make concerning America's relations with non-white peoples? Has it come true?

2. Lecture on President Truman's actions to end racial segregation:

   The establishment of the Committee on Civil Rights (1946)
   Executive Order No. 9981 ending segregation in the armed forces (1948)
   The executive order requiring fair employment in the federal service

   Lecture might be centered around these questions:

   What was the purpose of each presidential action?
   How did World War II affect President Truman's decision to issue the orders?
   Did these executive actions come about as a result of government initiative or of government reaction?

   Sources: Franklin; Katz; Fishel & Quarles; Meier & Rudwick

   Lecture might be supported by having two students ready to give information on:

   a) Impact of Executive Order No. 9981 on the Korean War (Franklin; David)
   b) Recommendations of President Truman's Committee on Civil Rights (Osofsky; Franklin; Fishel & Quarles)

3. Have individual students report on the following:

   Activities of CORE in the post-war years (Katz)
   Jackie Robinson (Katz)
   Dr. Ralph Bunche (Adams)
   Thurgood Marshall (Adams)
   Democratic Convention of 1948 (Bellamy)

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SOURCES

Adams, Great Negroes Past and Present
Bellamy, Glory Road: The Visible Black Man
Broderick & Meier, Negro Protest Thought in the Twentieth Century
David, The American Negro Reference Book
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery To Freedom: A History of American Negroes
Katz, Eyewitness: The Negro in American History
Meier & Rudwick, From Plantation to Ghetto
Osofsky, The Burden of Race

ASSESSMENT

Have the students evaluate the statement below by listing and explaining five arguments that support the statement and two arguments that refute the statement.

"Midcentury--from just after World War II to about 1954--was a maturing point in the history of Black Americans. It was a time both to count gains and prepare for even newer days." (Bellamy)

00050

IV. THE BLACK REVOLUTION

TOPIC: While official government efforts to end racial segregation had been initiated earlier by executive action, the 1954 Supreme Court decision marked the beginning of the end of the policy of segregation.

INSTRUCTIONAL OBJECTIVE

Review the events and trends in black education leading to the 1954 Supreme Court decision.

SUGGESTED ACTIVITIES AND PROCEDURES

1. In a lecture, review with students the trends in black education before and after the Civil War. (See Race and Education; Franklin; David.)

2. Have several students present to the class the case of Plessy v. Ferguson. Have one student present the factual information of the case; another student present arguments for Homer Plessy; and a third student present arguments supporting the Louisiana segregation law. Then, have the class discuss the merits of the arguments they have heard. Have the class find out what decision was reached by the Supreme Court in 1896 in this case and the reasons given by the Court. (See Race and Education; Osofsky; Fishel & Quarles.)

   Discuss the impact of this decision on public education. What effect did the decision have on the school systems of the South and border areas before 1954? (Race and Education)

3. Give to the students an outline on the various court decisions regarding higher education starting in the 1930's.

   Donald Murray and the Law School of the University of Maryland (1935)
   Lloyd Gaines and the Law School of the University of Missouri (1938)
   Herman Sweatt and the Law School of the University of Texas (1950)

   Were the decisions reached in these cases consistent with the decision of Plessy v. Ferguson?
   What might account for the differences in the decisions?
   What is the current status of black enrollment in colleges?

   Sources: Race and Education; Franklin; David

SOURCES

Brisbane, The Black Vanguard: Origins of the Negro Social Revolution
David, The American Negro Reference Book
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery To Freedom: A History of American Negroes
Osofsky, The Burden of Race
Race and Education (Xerox)

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ASSESSMENT

Give to the students a detailed description of one of the court cases listed in Activity 3, or create a hypothetical case along the same lines as those in Activity 3. Have the students decide the case along the lines of the 1896 decision of Plessy v. Ferguson and have them indicate how they would decide the case today. Have the students give at least two reasons why their decisions are either different or the same.

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IV. THE BLACK REVOLUTION

TOPIC: While official government efforts to end racial segregation had been initiated earlier by executive action, the 1954 Supreme Court decision marked the beginning of the end of the policy of segregation.

INSTRUCTIONAL OBJECTIVE

Identify and analyze the impact of the 1954 Supreme Court case Brown v. Board of Education of Topeka, Kansas.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Give students the background information on the cases involved in the Brown v. Board of Education decision. (See Race and Education.)

   Then distribute copies of excerpts from the Supreme Court's decision in the case. (See David; Fishel & Quarles; Osofsky.)

   Have the students analyze the decision by answering these questions:

   What was the actual decision of the Court?
   How did the decision differ from the Court's decision in Plessy v. Ferguson?
   What are some possible limitations and/or pitfalls of the decision?
   What are the implications and possible consequences of the phrase "with all deliberate speed?"
   Was the Supreme Court's decision consistent with earlier executive and judicial actions?

2. Have several students investigate the reactions of the South to the Supreme Court's decision. Have them report on such items as:

   the "Southern Manifesto" (May 12, 1956)
   "massive resistance"
   White Citizens' Councils

   Sources: Osofsky; Franklin; Thorpe, Struggle For a Nation's Conscience: The Civil Rights Movement

3. Have the students do a case study of the Little Rock, Arkansas incident of 1957. Have them investigate this problem of school desegregation by:

   a) Outlining the events of the incident
   b) Obtaining the views of the major parties involved in the crisis
   c) Determining whether President Eisenhower was justified in sending federal troops to Little Rock
   d) Investigating the effects of desegregation on the educational program at Central High School
   e) Developing a plan that would prevent the recurrence of such incidents

   Sources: Cuban; Race and Education; Frazier; Franklin; Katz; Record & Record, Little Rock, U.S.A.

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4. Provide the students with a table showing the extent of public school desegregation in Southern, border, and Northern states approximately ten years and twenty years after the Brown decision. (See David; Kerner Commission Report.)

   What major trends can be seen in the tables?
   Which areas are complying with the Court's decision?
   What is meant by de facto segregation, de jure segregation, and token segregation?
   What is meant by the "busing issue?"
   Why has it come up recently?

   Students could debate the advantages and disadvantages of busing as a tool for providing "racial balance" in the schools. Or have them work through the Brookville problem discussed in Race and Education. Have them discuss what prices, if any, should be paid for the integration of the public schools.

SOURCES

Cuban, The Black Man in America
David, The American Negro Reference Book
Fishel & Quarles, The Black American: A Documentary History
Franklin, From Slavery to Freedom: A History of American Negroes
Frazier, Afro-American History: Primary Sources
Katz, Eyewitness: The Negro in American History
Kerner Commission, Report of the National Advisory Commission on Civil Disorders
Osofsky, The Burden of Race
Race and Education (Xerox)
Record, Wilson & Record, Jane Cassels, Little Rock, U.S.A.
Thorpe, Struggle For a Nation's Conscience: The Civil Rights Movement

ASSESSMENT

Have the students list and explain at least three changes that have occurred in public education as a result of the Brown decision.

IV. THE BLACK REVOLUTION

TOPIC: As a result of civil rights activities, both the white and the black communities became aware of the effectiveness of direct action in dealing with social problems.

INSTRUCTIONAL OBJECTIVE

Identify the civil rights organizations, leaders, and their major objectives and philosophies.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Show the filmstrip "Tides of Change," Part II of the Men of Thought--Men of Action series, as a general overview of the entire civil rights movement.

2. Have the students list the civil rights organizations they have heard of. The list might include:

   Southern Christian Leadership Conference (SCLC)
   Student Non-violent Coordinating Committee (SNCC)
   Congress of Racial Equality (CORE)
   National Association for the Advancement of Colored People (NAACP)
   Urban League
   Black Panthers
   Black Muslims

   Divide the class into small groups with each group responsible for finding out the following information about one of the civil rights organizations:

   a) Founders and/or leaders
   b) Objectives and philosophy
   c) Major events or actions associated with the particular organization
   d) Impact of the group

3. Use the following audio-visual materials to highlight some of the major people and events of the civil rights movement:

   The New Mood (F4649, b&w, 30 min.). The film examines the impact of the civil rights struggle of the past decade on both the white and black communities and traces the changing approach from the legal efforts of the Supreme Court's decision forbidding segregation in schools and public places to the new black militancy.

   Sit-In (F4476, b&w, 54 min.). Focuses on a 1960 sit-in in downtown Nashville stores. The film discusses the consequences of the sit-in and how the issue was peacefully settled.

   "I Have a Dream ..." The Life of Martin Luther King (F4754, b&w, 35 min.) Portrays King's life, philosophy, and ideals. Traces the civil rights movements of the 1950's and 1960's.

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The Messenger from Violet Drive (F4833, b&w, 30 min.). Elijah Muhammad discusses Black Muslim goals, including the desire for total separation of blacks from whites in America.

After the film, have students discuss how the Muslims in a matter of 20 years have created a firm economic base in the United States through group effort. Examples of this effort would be in services, retail, and banking. (See Cuban; Katz.)

4. Have students read Stokely Carmichael's "Black Power" speech of 1966. (See Chambers; Frazier.)

   What basic points does Carmichael make in the speech?
   What events led up to his speech?
   What is Carmichael's definition of "Black Power"?
   What have been some other definitions of "Black Power"?
   What role has Carmichael played in the civil rights movement?

5. Ditto and distribute copies of the 10 Wants of the Black Panther Party: "What We Want, What We Believe" from the 1966 party platform and program. (See Foner (ed.), Black Panthers Speak.)

   Have students analyze the 10 Wants to identify the aims and goals of the Black Panthers. Have a student prepare a report on the background of the Panthers, the major confrontations between the Panthers and the police, and the role of the Panthers today. (See Foner; Marine, The Black Panthers.)

6. Have individual students present biographical sketches on the following people and organizations:

Black Caucus	Angela Davis
Shirley Chisholm	Pride, Inc.
Julian Bond	Jesse Jackson
Edward W. Brooke	Floyd McKissick
Charles Evers	William T. Coleman
Richard Hatcher	Thurgood Marshall
Vernon Jordan	Walter Washington
Carl Stokes	Julius Hobson, Sr.
	Local black leaders

7. Distribute copies of or excerpts from "Black America 1970" in Time, April 6, 1970, pp. 13-35, 45-101 and/or "What Ever Happened to Black America?" in Newsweek, Feb. 19, 1973, pp. 29-37.

   Have students discuss the status of blacks today; the state of the civil rights movement today; the role of blacks in politics today; the relationship between the black community and the President; and the future of the civil rights movement.

SOURCES

Adams, Great Negroes Past and Present
Bennett, Before the Mayflower
"Black America 1970," Time, April 6, 1970, pp. 13-35, 45-101

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Bracey, Meier & Rudwick, Black Nationalism in America
Chambers, Chronicles of Black Protest
Clarke (ed.), Malcolm X: The Man and His Times
Cuban, The Black Man in America
David, The American Negro Reference Book
Draper, The Rediscovery of Black Nationalism
Essien-Udom, Black Nationalism
Fishel & Quarles, The Black American: A Documentary History
Foner (ed.), Black Panthers Speak
Franklin, From Slavery to Freedom: A History of American Negroes
Frazier (ed.), Afro-American History: Primary Sources
Friedman (ed.), The Civil Rights Reader
Giles, Pride and Power: From Watts to Mexico City
Goldston, The Negro Revolution: From the African Genesis to the Death of Martin Luther King
Katz, Eyewitness: The Negro in American History
King, Stride Toward Freedom
King, Why We Can't Wait
Lincoln, The Black Muslims in America
Lomax, The Negro Revolt
Lyons, Black Leadership in American History
Malcolm X (and Haley), The Autobiography of Malcolm X
Marine, The Black Panthers
Meltzer, In Their Own Words: A History of the American Negro, Vol. III, 1916-1966
Osofsky, The Burden of Race
Thorpe, Struggle For a Nation's Conscience: The Civil Rights Movement
"What Ever Happened to Black America?," Newsweek, Feb. 19, 1973, pp. 29-37
Young, Beyond Racism: Building An Open Society
Zinn, SNCC: The New Abolitionists

ASSESSMENT

In a position paper, have students comment on which philosophy during the 1950's-1970's civil rights era received the greatest and the least organizational support from the black community and which received the most and least from the white community and why.

00057

IV. THE BLACK REVOLUTION

TOPIC: As a result of civil rights activities, both the white and the black communities became aware of the effectiveness of direct action in dealing with social problems.

INSTRUCTIONAL OBJECTIVE

Determine the reactions of various groups to the civil rights activities of the 1950's-1970's.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have students read "Address to the Nation on Civil Rights, President John F. Kennedy (June 11, 1963)" in Friedman (ed.), The Civil Rights Reader.

   Have the students summarize the various points made in the speech.
   What specific incidents was President Kennedy reacting to?
   Why would the New York Times call this speech "one of the great speeches in the history of the American Presidency"?

2. Excerpt and present to the students the basic provisions of the following civil rights legislation:

   Civil Rights Act of 1957
   Civil Rights Act of 1960
   Civil Rights Act of 1964
   Voting Rights Act of 1965
   Civil Rights Act of 1968

   (See Congressional Quarterly: Revolution in Civil Rights, 4th ed., June 1968.)

   What specific problems were these acts intended to solve?
   How do these acts compare with the provisions of the 13th, 14th, and 15th Amendments?

3. Using the questions in the public opinion polls, "The Blacks: Too Much, Too Soon?" and "Black Schools--or Mixed?", poll the class and tabulate the results. (See Supplementary Material XI.)

   Using a transparency (see Supplementary Material XI), show the students the results of these polls. (See Newsweek, October 6, 1969, p. 45.) Have students analyze the data and discuss the following:

   What conclusions can be drawn concerning the attitude of middle class Americans toward the civil rights movement, its goals, and its achievements?

   Have the students compare the tabulated results of the class's responses with the questions and results that are on the transparency. Basing their response on this comparison and their own personal observations and impressions, have the students speculate on what changes in attitude would be evident today and why these changes may have taken place.

4. Present to the class magazine articles and/or graphs that attempt to poll the attitudes and responses of the black community. For example, "The Tough New Breed: Ghetto Blacks under 30," in the June 30, 1969 issue of Newsweek, p. 21 (see Supplementary Material XII); "The Black Mood: More Militant, More Hopeful, More Determined," in the April 6, 1970 issue of Time, pp. 28-29; Brink and Harris, Black and White. Or show the film Portrait in Black and White (F5155, b&w, 54 min.) which examines the results of a nationwide poll in finding out how the races feel about each other.

   Have the students analyze the results of these graphs and polls. What factor does age, occupation, geography, education, or income play in shaping attitudes?

   Some students might try to find the results of the Louis Harris polls on racial attitudes over the past ten years and analyze the results, trends, and changes.

5. The following films are useful in determining the responses of different sectors of the country to civil rights activities:

   The Constitution and the Rights to Vote (F4780, 29 min.). Presents two lawsuits to show the relationship of the Constitution to the struggles of Black Americans for voting rights.

   Negro and the South (F4676, b&w, 30 min.). Interviews black and white residents in Mississippi to depict the Southern way of life today. Interviews include a mayor, sheriff, teacher, judge, minister, and mechanic.

   Black and White: Uptight (F4758, c, 35 min.). This film examines the myths and subtle ways that perpetuate prejudice and hatred against black people, and the social and economic differences between blacks and whites.

   William Faulkner's Mississippi (F5213, b&w, 49 min.). Examines the Southern heritage of William Faulkner and explores the reasons and results of the resistance to desegregation by the people of Mississippi and of the South.

SOURCES

Brink & Harris, Black and White
Congressional Quarterly: Revolution in Civil Rights, 4th ed., June 1968
Fishel & Quarles, The Black American: A Documentary History
Friedman (ed.), The Civil Rights Reader
"The Black Mood: More Militant, More Hopeful, More Determined," Time, April 6, 1970, pp. 28-29
"The Blacks: Too Much, Too Soon?" and "Black Schools--or Mixed?", Newsweek, October 6, 1969, p. 45
"The Tough New Breed: Ghetto Blacks Under 30," Newsweek, June 30, 1969, p. 21

ASSESSMENT

Give the students a list of five variables (e.g., middle-class whites, middle-class blacks, black ghetto youth, etc.) and have them generalize as to each group's response the the civil rights activities of the 1950's-1970's.

00059

IV. THE BLACK REVOLUTION

TOPIC: Even though the lives of blacks living in the large urban areas were somewhat affected by the civil rights movement, their lives still continue to be filled with despair and frustration.

INSTRUCTIONAL OBJECTIVE

Identify and describe urban ghetto conditions.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Present to the students several charts on the socio-economic status of urban blacks during the 1960's. (See Kerner Commission, Report of the National Advisory Commission on Civil Disorders, pp. 252, 254, 258, 270; Pinkney, Black Americans; David.) Using this statistical information, have the students list problems faced by people living in ghetto areas.

2. Have several students be responsible for preparing a slide presentation on various aspects of ghetto living (housing, recreation, jobs, transportation, shopping areas, etc.). (See Leinwand, The Negro in the City; Hughes, Meltzer, & Lincoln, Pictorial History of Black Americans; and current magazines.) Using the slides as clues, make a class list of the general economic and social conditions of the ghetto.

3. Have the students read several different types of accounts of ghetto living. Some suggested readings are:

   a) Jonathan Kozol--Death at An Early Age
   b) "Cries of Harlem" in Frazier
   c) "The Case of Adam Henry" and "The Case of Johnnie Scott" in Negro Views of America
   d) Elliot Liebow--Tally's Corner
   e) Gordon Parks--A Choice of Weapons
   f) The Autobiography of Malcolm X
   g) Andrew Billingsley--Black Families in White America
   h) Jay David and Elaine Gane (eds.)--Growing Up Black

   NOTE: Teachers are referred to the Instructional Materials Center in their school for supplementary reading materials pertinent to this and other portions of the unit under study.

   Hold a class discussion on the various human problems faced by people in the ghetto.

4. Have students review the major provisions of the 1964, 1965, and 1968 Civil Rights Acts. Have them discuss the relationship between those acts and ghetto conditions. In what ways did these acts help or not help solve the problems of the ghetto? (See Giles, Pride and Power, From Watts to Mexico City.)

5. The three films mentioned below deal with the problems of the city.

   a) The Cities: Dilemma in Black and White (F5152, b&w, 54 min.). Shows the ghetto as one of the major symptoms of America's urban decay. Views the

rapidly growing black population trapped by poverty and prejudice around the inner core of the city, and studies a restoration project in the Bedford Stuyvesant section of Brooklyn.

b) The Cities: To Build the Future (F5156, c, 54 min.). Shows how the American cities are going through cycles of decline. Suggests the solutions for old cities and the plans for the new ones.

c) Challenge of Urban Renewal (F2983, c, 28 min.). Covers problems created by mass unplanned migration from city to suburb. Having viewed this film, have the students analyze it as a solution to poor urban housing. Does urban renewal create more problems for the people?

SOURCES

Billingsley, Black Families in White America
Clark, Dark Ghetto
David, Growing Up Black
David, The American Negro Reference Book
Frazier, Afro-American History: Primary Sources
Giles, Pride and Power, From Watts to Mexico City
Hughes, Meltzer & Lincoln, A Pictorial History of Black Americans
Kerner Commission, Report of the National Advisory Commission on Civil Disorders, pp. 252, 254, 258, 270
Kozol, Death at an Early Age
Leinwand, The Negro in the City
Liebow, Tally's Corner
Malcolm X (and Haley), The Autobiography of Malcolm X
Negro Views of America (Xerox)
Parks, A Choice of Weapons
Pinkney, Black Americans
"Trying to Save the Cities," Time, March 4, 1966, pp. 29-33

ASSESSMENTS

Give the students the following definition of a ghetto from Kenneth Clark: "The dark ghettos are social, political, and--above all--economic colonies. Their inhabitants are subject peoples, victims of the greed, cruelty, insensitivity, guilt, and fear of their masters." Have them in a formal essay explain the meaning of the definition and give at least five specific examples to support Clark's definition.

Have the students hypothesize as to what the urban areas will be like in the year 2000 if present trends continue. Have the students deal in areas of housing, jobs, and education. Will the year 2000 show that we are moving toward one America or two?

00061

IV. THE BLACK REVOLUTION

TOPIC: Even though the lives of blacks living in the large urban areas were somewhat affected by the civil rights movement, their lives still continue to be filled with despair and frustration.

INSTRUCTIONAL OBJECTIVE

Identify and analyze the major urban riots of the 1960's.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Have groups of two or three students read and report on each of the following riots: Watts (1956); Detroit (1967); Newark (1967); Washington, D.C. (1968). (See Leinwand, Riots; Gilbert and the staff of the Washington Post, Ten Blocks from the White House; Conot, Rivers of Blood, Years of Darkness; and selected newspaper and magazine accounts.)

   Have students discuss these questions:

   a) Why did the riots occur when they did?
   b) What were the precipitating and underlying causes?
   c) Who or what was the target of the violence?
   d) Is there a difference between the pre-1968 riots and the riots associated with the death of Martin Luther King in 1968?
   e) How do these riots compare with previous riots?
   f) What changes have occurred in these cities as a result of the riots?
   g) What has been the impact of the riots on the general political and economic status of blacks in the United States?

2. Give out to the students excerpts from the Kerner Commission report dealing with the basic causes of the riots. Have students discuss these causes fully so that they understand the implications of the causes. Then provide students with the recommendations of the Commission in the areas of employment, education, welfare, and housing. Do the Commission's recommendations relate to the causes? What are some of the strengths and weaknesses of the recommendations?

SOURCES

Conot, Rivers of Blood, Years of Darkness
Feagin & Hahn, Ghetto Revolts: The Politics of Violence in American Cities
Gilbert and the staff of the Washington Post, Ten Blocks from the White House
Jacobs, Prelude to Riot: A View of Urban America from the Bottom
Kerner Commission, Report of the National Advisory Commission on Civil Disorders, pp. 91-93, 229-263
Leinwand, Riots
Skolnick, The Politics of Protest

ASSESSMENT

Distribute a list of ten recommendations for dealing with ghetto problems; and have students establish a priority listing of which recommendations should be put into effect first, second, third, etc. Have the students justify their listing by having them explain how the particular solutions could avoid possible urban disturbances.

00062

IV. THE BLACK REVOLUTION

TOPIC: The culture of blacks today--especially their literature, performing arts, and music--is a continuation of their search for identity and self-assertion in the United States.

INSTRUCTIONAL OBJECTIVE

Identify and analyze the elements of the black culture today.

SUGGESTED ACTIVITIES AND PROCEDURES

1. Give the students a generalized definition of culture (e.g., Culture is the sum total of the ways of living of one community or population.) Have them expand the definition by offering their suggestions as to specifics of "ways of living" as related to black experiences in America.

2. Hold a class discussion on the way the term "soul" is used today. Some suggested questions are:

   What does the word "soul" mean to various individuals in the class?
   Is the term definable?
   Does "soul" just refer to specific elements of the black culture like food or music, or does "soul" have a broader and deeper meaning?
   What experiences would a person have to go through to have "soul"?
   What function does "soul" serve for the urban black? For the middle-class blacks?
   How does the concept of "soul" relate to black culture today?

   NOTE: To avoid class sessions' turning into mere record-listening sessions, establish some framework for the class's study of black culture. For example, have the students:

   a) Identify the major recurring themes in

      (1) Black literature
      (2) Music
      (3) Performing arts

   b) Compare and contrast present day themes with past cultural trends

   c) Identify these recurring themes as universal or unique to the black experience, and explain

   d) Discuss how the cultural trends are related to other elements (political, social, economic) of the black experience today

      (1) Black literature

         (a) Review with students the themes and trends in black literature studied so far. (See David.)

00063

(b) Give to the students samples of black prose and poetry written since World War II. Have students analyze these selections in light of the framework established. (See a)-d) above.)

The following listing of selections is by no means complete. Check the sources at the end of the activity for others.

PROSE

Black Boy--Richard Wright
Native Son--Richard Wright
Invisible Man--Ralph Ellison
Notes of a Native Son--James Baldwin in Emanuel and Gross
"Sonny's Blues"--James Baldwin in Emanuel and Gross
Nobody Knows My Name--James Baldwin
The Fire Next Time--James Baldwin
"Cry for Me"--William Melvin Kelley in Emanuel and Gross

POETRY

from Harlem Gallery--Melvin Tolson in Emanuel and Gross
"Southern Mansion," "Miracles," and "Reconnaissance"--Arna Bontemps in Emanuel and Gross
"Children of the Poor"--Gwendolyn Brooks in Emanuel and Gross
"Preface to a Twenty Volume Suicide Note" and "A Poem for Black Hearts"--LeRoi Jones (Imamu Baraka) in Emanuel and Gross
"Church Burning: Mississippi"--James A. Emanuel in Hughes and Bontemps
"Sketches of Harlem" and "Downtown-Boy Uptown"--David Henderson in Hughes and Bontemps
"NIKKA-ROSA"--Nikke Giovanni in Jordan (ed.), Soulscript--Afro-American Poetry
"Mud of Vietnam"--Julius Lester in Jordan

Sources

Butcher, The Negro in American Culture
David, The American Negro Reference Book
Emanuel & Gross (eds.), Dark Symphony: Negro Literature in America
Hayden (ed.), Kaleidoscope: Poems by American Negro Poets
Henderson, Understanding the New Black Poetry: Black Speech and Black Music as Poetic References
Hughes (ed.), New Negro Poets: U.S.A.
Hughes & Bontemps (eds.), The Poetry of the Negro, 1746-1970
Jordan (ed.), Soulscript--Afro-American Poetry
Pinkney, Black Americans

(2) Music

(a) Review with students the themes and trends of black music studied so far. (See David, Ch. 20.)

(b) Play for the students selections that illustrate the blues, jazz, freedom songs, and contemporary "soul" music. Have the students analyze the music on the basis of the established cultural framework.

00064

Sources

Butcher, The Negro in American Culture
David, The American Negro Reference Book
Jones (Imamu Baraka), Black Music
Jones (Imamu Baraka), Blues People: Negro Music in White America
Keil, Urban Blues
Patterson, The Negro in Music and Art
Pinkney, Black Americans

(3) Performing Arts

(a) Have the students see or read Porgy and Bess, A Raisin in the Sun, and a more contemporary drama. (There are several black repertory companies in the Washington area.)

Sources

Butcher, The Negro in American Culture
David, The American Negro Reference Book
Oliver & Sills, Contemporary Black Drama

(b) Have the students recount movies they have seen with black performers or black themes.

Sources

"Black Movies" in Newsweek, Oct. 23, 1972, pp. 74-82
David, The American Negro Reference Book
"Superblack at the Crossroads" in The Washington Post, Oct. 15, 1972, L-1

(c) Give to students selections of black humor after World War II; or play selections from the recordings of Dick Gregory, Redd Foxx (preview first), Flip Wilson, and Bill Cosby.

Sources

David, The American Negro Reference Book
Hughes, Book of Negro Humor in America
Schechter, History of Negro Humor in America

For drama, movies, and humor, have the students analyze the selections presented on the basis of the framework established at the beginning of the lesson on black culture.

3. Have several students listen to and tape segments from the four black radio stations in the Washington area: WHUR 96.3 FM, WOL 1450 AM, WOOK 1340, WUST 1120.

Have students compare and contrast the black radio stations for type of music played, news, and public service programs.

Sources

Trescott, "New Black Sound," in The Evening Star and Daily News, January 3, 1973, B-7
West, "Black Radio" (three articles), in The Washington Post, January 28-29, 1973

4. Have students do biographical sketches on contemporary black artists in the fields of literature, poetry, drama, movies, television, comedy, and music. In these sketches have students deal with the blackground and achievements of the particular artist.

5. The following are a listing of films on black culture and achievements:

   Black History: Lost, Stolen, or Strayed (F5255, C, 54 min.). Shows some of the contributions to the development and wealth of the United States which have been made by blacks.

   Black Music in America: From Then till Now (F5390, c, 38 min.). Traces the history of the contribution of the black man to American music, showing some of the black musicians and their performances.

   Body and Soul, Pt. I: Body (F5427, c, 25 min.). Discusses the black man's athletic achievements and brings up questions about the fairness of treatment that the black athletes have received from their managers, spectators, and country.

   Body and Soul, Pt. II: Soul (F5519, c, 25 min.). Singer Ray Charles explains "soul" music and provides an insight into the attitudes and experiences of many black performers.

   Discovering Jazz (F5234, c, 22 min.). Traces the history of jazz from its roots in 19th Century Black America; from Dixieland and blues through such styles as swing, bop, cool jazz, and free improvisation.

   Satchmo--and All That Jazz (F5598, c, 15 min.). Traces the career of Louis Armstrong and his contribution to jazz music.

   Strangers in Their Own Land: the Blacks (F5584, c, 12 min.). Shows how the black people of an urban ghetto community seek out their African heritage by engaging in cultural and artistic activities.

   The Weapons of Gordon Parks (F4742, c, 28 min.). Presents a biography of Life magazine photographer-journalist Gordon Parks, emphasizing how he used his will and his talents to overcome the handicap of being a black in America.

   My Childhood, Pts. I and II (F4737, b&w, 60 min.). Contrasts the childhoods of Sen. Hubert Humphrey and writer James Baldwin. Baldwin reveals the sordid and brutal life of a sensitive child.

ASSESSMENT

Have the students write a formal analysis on one particular element of black culture today, organizing their analyses around the established framework.

00066

SUPPLEMENTARY MATERIAL

FOR

THE BLACK EXPERIENCE IN AMERICA

00067

from Africa unit (World History Series), MCPS Bulletin No. 252, p. 53

CHRONOLOGY OF AFRICA AND EUROPE, 700-1600 A.D.

Time Span	Africa	Europe
700-800	North Africa conquered by Arabs (709). Conversion to Islam Arab trading settlements move inland.	Arabs conquer Spain (713). Arab expansion into Europe stopped at Tours (732).
800-900	Ghana Empire becomes one of the world's leading exporters of gold.	Charlemagne crowned emperor of Holy Roman Empire (800). Spread of Christianity throughout Europe (800-990) Europe in its "feudal period" to 1300
900-1000		Arab rule in Spain at its height with Cordova being a great intellectual center
1000-1100	Ghana empire reaches peak of power and glory (1060). Al-Bakri writes his description of Ghana (1067). Ghana defeated by the Muslim Almoravids (1076).	Norman invasion of England under William the Conqueror (1066) Domesday survey in England (1086) Crusades against Moslems in Holy Land (1096-1270)
1100-1200	Benin emerges as a kingdom.	Height of Anglo-Saxon culture under the Henrys and the Angevin Empire
1200-1300	Emergence of the Hausa Kingdom in Northern Nigeria Sundiata lays foundation for the Kingdom of Mali (1235-1255).	Magna Charta in England (1215) Papal power at height under Pope Innocent III (1215)
1300-1400	Mali reaches peak of power under Mansa Musa (1312-1337). Mansa Musa takes a pilgrimage across Africa to Mecca (1325). Travels of Ibn Battuta (1325-1353)	Dawn of Renaissance with Dante and Giotto flourishing (1300) Beginning of "Babylonian Captivity" of Papacy (1303)
1400-1500	Timbuctu becomes a leading university and cultural center (1400). Nomadic Tuaregs from Sahara sack Timbuctu (1433). Recapture of Timbuctu (1468) Henry the Navigator directs Portuguese voyages along the African coast (1394-1460). Sonni Ali makes Goa into the mighty empire of Songhai (1464-1492). Portuguese explore Congo River and establish a port at Sao Salvador (1490).	Renaissance beginning in Italy and spreading throughout Europe Movable type (1439) War of the Roses ends in England (1485). Moors expelled from Spain; start of Spanish exploration in New World (1492)

ibid., pp. 87, 85

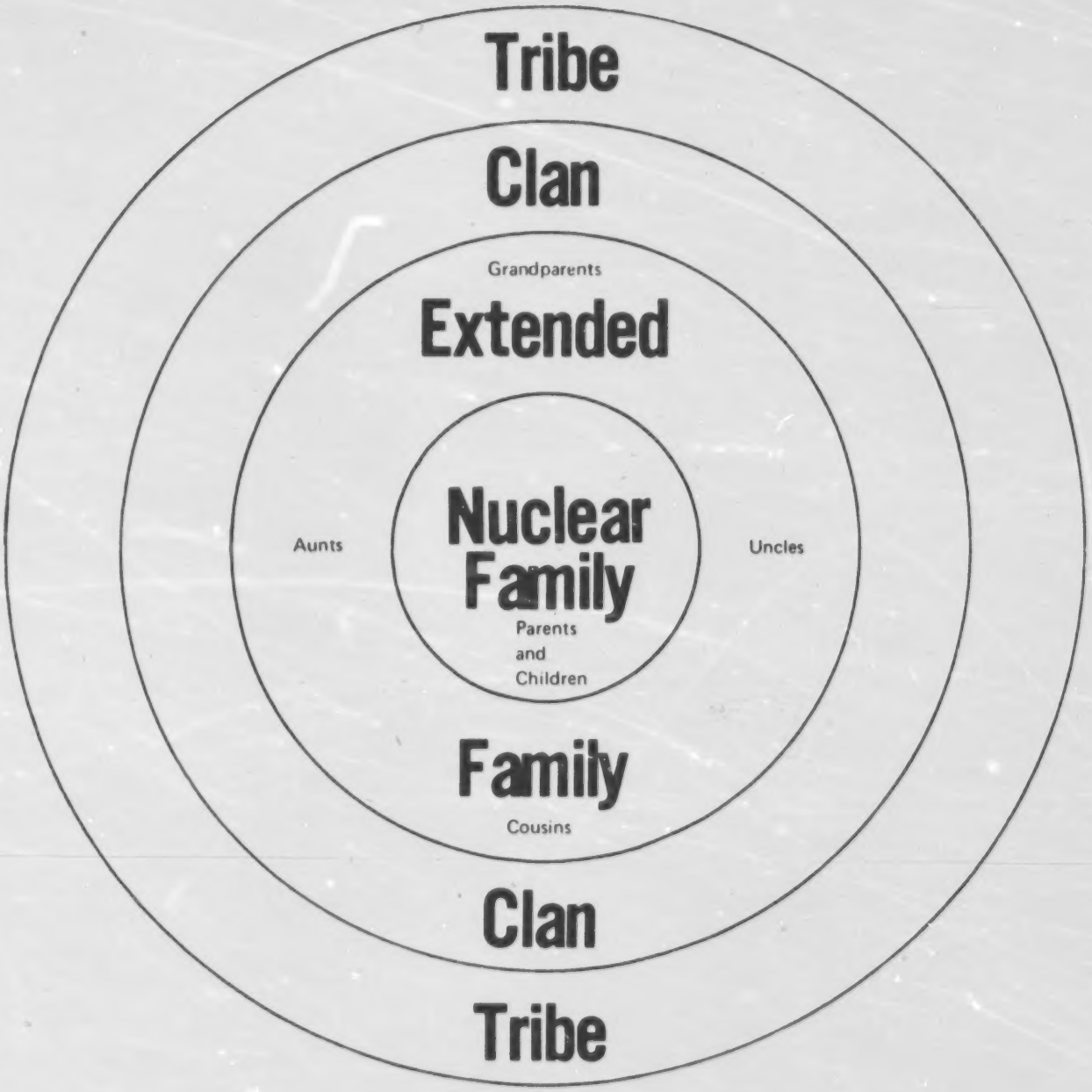
00069

CHRONOLOGY OF AFRICA AND EUROPE, 700-1600 A.D. (Cont'd.)

Time Span	Africa	Europe
1500-1600	Songhai Empire reaches its height under Askia Muhammad (1500-1520). Hausa Confederation established (1517) Peak of the Empire at Bornu-Kanem occupying most of the territory near Lake Chad (1571-1603) Morocco invades Songhai Empire, destroys Goa, and occupies Timbuctu (1591). Dutch set up post on Guinea coast (1595).	Luther's 95 theses begin Protestant Reformation (1517). Magellan's voyage around the world (1519-1522) Beginning of European commercial interest in India and East Indies Defeat of the Spanish Armada; Elizabethan England flourishes (1588). Easing of civil and religious strife in France (1589)

00070

Traditional African Relationships



ibid., p. 63

BASIC AFRICAN RELIGIOUS TENETS[1]

The basic tenets of an African's religion are usually expressed by songs, myths, stories, proverbs, and short statements. Below you will find several of these expressions that are somewhat representative of most African peoples. Compare and contrast them with Judeo-Christian beliefs.

God is the origin and sustenance of all things.
Only God is wise and sees both the inside and outside of man. (Yoruba)
God has nowhere and nowhen, that He comes to an end. (Ila)
He Who bends down even majesties. (Zula)
The One Who makes the sun set. (Kiga)
He is made by no other; no one beyond Him is. (Bacongo)

In the beginning was God,
Today is God,
Tomorrow will be God.
Who can make an image of God?
He has no body;
He is as a word which comes out of your mouth.
That word! It is no more,
It is past, and still it lives.
So is God. (Pygmy hymn)

There was nothing before God created the world. (Banyarwanda)
Our Father is Thy universe, it is Thy will, let us be at peace, let the souls of Thy people be cool; Thou art our Father, remove all evil from our path. (Nuer)
God in His transcendent aspect created the first man, husband and wife, long, long ago. These two bore a son and a daughter who mated and produced male and female child; and so mankind increased upon the earth. (Lugbara)
God gave the first people food, shelter, immortality, and the ability to make themselves young. (Bambuti)
God dwelt among the first people; but when they continued to ask Him for things, He moved off to another place. (Mende)
God withdrew from men because of smoke from men's fires. (Yao)
God cannot be charged with an offense. (Ila)
God created the possibility of evil in the world. He has created the knowledge of good and evil in every person and allowed him to choose his way. (Ashanti)
The hereafter is only a continuation of life as it is in human form.
Abosoms (divinities which are high ranking spirits) come from Him and act as His servants and intermediaries between Him and other beings. (Ashanti)

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1. adapted from Mbiti, African Religions and Philosophies.

00072

00723

CAPITALISTIC AND FEUDALISTIC SLAVERY

Status of Slaves	American Slavery--Capitalistic	Mediterranean Slavery (Latin America[1]) Noncapitalistic	African Slavery--Feudalistic
Term of Servitude	For life Transmitted by inheritance to children	Presumed to be free Several ways for a slave to end his servitude: buy freedom in installments; could be legally freed if mistreated; Cuba: become Catholic; Brazil: parent of 10 children could legally demand freedom; Spanish Code: freed for performing meritorious acts; Social esteem associated with freeing slaves.	Usually for a specific period of time A means of controlling and productively using criminals, malcontents, and war prisoners Used essentially as domestic servants Could earn freedom by purchase or good behavior
Marriage and Family	Slaves had no legal standing. Marriage was considered only concubinage. "Husband and wife" and children could be separated by the sale of any individual at the pleasure of the master. Among slaves, the father of a child was legally "unknown." Status of children was derived from the mother (free or slave).	Married in church; protected by law Slaves belonging to different masters could marry and could not be kept separate; wife went with husband and a fair price was paid for her by husband's master Could marry free persons Children followed status of mother.	Could intermarry with the local population
Police and Disciplinary Powers over Slaves	Master had complete domination--power of life and death. Slaves could not testify in court except against each other.	Masters did not have power of life and death; punishments for slaves prescribed by law Slaves were tried in ordinary courts. Spanish colonies had an official protector of slaves. Masters were fined for mistreatment.	Owner responsible for care and protection Regarded as human beings Accepted as member of society

1. adapted from Stanley Elkins, Slavery: A Problem in American Institutional and Intellectual Life (2nd ed.), pp. 52-80.

V-A

CAPITALISTIC AND FEUDALISTIC SLAVERY (Cont'd.)

Status of Slaves	American Slavery--Capitalistic	Mediterranean Slavery (Latin America[1]) Noncapitalistic	African Slavery--Feudalistic
Property and Other Civil Rights	Rights were denied to the slave; he was totally dependent on the master. Whatever slaves had belonged under law to the master descended to his heirs. Slaves could not give nor receive gifts; make a will; inherit; make contracts; buy or sell; keep personal cattle, hogs, horses, sheep. It was illegal to teach slaves to read or write (except in Md. and Ky.).	Could acquire and hold property in Spanish and Portuguese colonies Brazil: given liberty on Sundays and holidays Could accumulate money Spanish Code: 2 hours a day set aside for slaves to use to their own advantage. Could hire themselves out; sell the produce of their gardens	Could earn money, own property Learned skills which could be used to earn wages General and personal rights protected Could re-enter society as a member in good standing

00074

1. Adapted from Stanley Elkins, Slavery: A Problem in American Institutional and Intellectual Life (2nd ed.), pp. 52-80.

V.B

SLAVE AND WHITE POPULATION DISTRIBUTION, 1776, 1790, 1860[1]

	1776	1790		1860	
	Slave	Slave	White	Slave	White
New England	15,000	3,700	1,006,300	25,000	2,975,000
Middle Atlantic	32,000	50,000	909,000	131,300	7,327,700
Maryland		103,000	197,000	171,100	515,900
Virginia	165,000	304,000	388,000	549,000	671,000
North Carolina	75,000	101,000	293,000	361,000	632,000
South Carolina	110,000	107,100	142,900	412,000	292,000
Georgia	16,000	30,000	52,500	466,000	591,000
Florida				63,000	77,500
Alabama				438,000	526,000
Mississippi				437,000	354,000
Arkansas				111,000	325,500
Louisiana				350,000	358,000
Texas				183,000	421,000

1. Chart is based on figures from Encyclopedia of American History, The American Negro Reference Book, Historical Abstract, and The Dictionary of American History. See Resources (p. R-1 ff.) for publication facts.

00075

TWO CHARTS ON BLACK PARTICIPATION IN RECONSTRUCTION[1]

1. Racial composition of reconstruction state conventions:

State	Whites	Blacks
Alabama	83	17
Arkansas	68	7
Florida	29	17
Georgia	133	33
Louisiana	52	40
Mississippi	68	17
North Carolina	107	13
South Carolina	34	63
Texas	81	9
Virginia	80	25
Total	735	241

2. Racial composition in the lower houses of state legislatures, 1870-1871:

State	Whites	Blacks
Alabama	73	27
Arkansas	71	9
Georgia	149	26
Mississippi	77	30
North Carolina	101	1
South Carolina	49	75
Texas	82	8
Virginia	116	21
Total	718	197

1. From John P. David, The American Negro Reference Book, pp. 419, 421.

EAST ST. LOUIS RIOTS--1917[1]

BACKGROUND

The city is East St. Louis, Illinois; and the year is 1917. Since the turn of the century, many black people have moved into the city from the Deep South. Many white workers in the city believe that the black workers are going to take their jobs away from them. One of the major factories has already started hiring black workers. The whites in the city are also concerned about blacks moving into their neighborhoods and lowering the property values.

A rumor has been circulating that a group of whites fired guns into a black neighborhood. It is also being rumored that a crowd of angry blacks has been responsible for the shooting of a white policeman. It is feared that once the total white and black communities become aware of both of these rumors, a riot or some violent confrontation may occur.

DISCUSSION QUESTIONS

1. What is the primary problem in this case?

2. If you were the mayor of the city, what immediate steps would you take to prevent a riot or violence?

3. How do you think the white and black communities would respond to your actions?

4. How would you deal with the rumors?

5. Would the steps you took to prevent violence solve the basic problems in your city? If not, what other measures would you take in the attempt to prevent future violence?

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1. adapted from James A. Banks, Teaching the Black Experience: Methods and Materials, p. 74.

"WAR AND JOBS"[1]

BACKGROUND

The year is 1941, and the United States is prepared for World War II. As factories begin to convert to the production of war materials, many jobs open up. But most employers in these defense plants are hiring mainly white workers. Just as in World War I, many black people have moved to the Northern and Western cities to get jobs in the factories. Black leaders are calling upon those industries that have government contracts to hire workers without regard to race or color. President Franklin Roosevelt has not yet taken a public position on this matter.

DISCUSSION QUESTIONS

1. Summarize the main problem in this situation.

2. Suggest some possible solutions to the problem.

3. Cite some possible consequences of your solution.

4. Evaluate President Roosevelt's decision.

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1. adapted from James A. Bank, Teaching the Black Experience, pp. 74-75.

Excerpts from "A Rising Wind" by Walter White, executive secretary of the NAACP (1945), as it appears in Gilbert Osofsky, The Burden of Race, pp. 432-439. Reprinted with permission.

World War II has given to the Negro a sense of kinship with other colored--and also oppressed--peoples of the world. Where he has not thought through or informed himself on the racial angles of colonial policy and master-race theories, he senses that the struggle of the Negro in the United States is part and parcel of the struggle against imperialism and exploitation in India, China, Burma, Africa, the Philippines, Malaya, the West Indies, and South America. The Negro soldier is convinced that as time proceeds, identification of interests will spread even among some brown and yellow peoples who today refuse to see the connection between their exploitation by white nations and discrimination against the Negro in the United States.

The evil effect of misbehavior by a minority and the timorousness of the American Government in meeting such misbehavior will cost America and other white nations dearly so far as colored peoples, constituting two-thirds of the earth's population, are concerned.

The United States, Great Britain, France, and other allied nations must choose without delay one of two courses--to revolutionize their racial concepts and practices, to abolish imperialism, and grant full equality to all of its people, or else prepare for World War III.

As for the United States, the storm signals are unmistakable. She can choose between a policy of appeasements of bigots--which course she gives every indication now of following--and thus court disaster. Or she can live up to her ideals and thereby both save herself and help to avert an early and more disastrous resumption of war.

A wind is rising--a wind of determination by the have-nots of the world to share the benefits of freedom and prosperity which the haves of the earth have tried to keep exclusively for themselves. That wind blows all over the world. Whether that wind develops into a hurricane is a decision which [we] must make now and in the days when we form the peace.

THE BLACKS: TOO MUCH, TOO SOON?

Do Negroes today have a better chance or worse chance than people like yourself--

	Percentage		
	Better	Worse	Same
To get well-paying jobs?	44	21	31
To get a good education for their children?	41	16	41
To get good housing at a reasonable cost?	35	30	27
To get financial help from the government when they're out of work?	65	4	22

[1](Source: Newsweek, October 6, 1969, "A Special Report on the White Majority," p. 45.)

BLACK SCHOOLS--OR MIXED?

What should be done about Negro demands for better education?

	Percentage
Improve schools where Negro children go	40
Move toward integration	25
Let Negroes run their own schools	24
Integrate schools by busing children	2
Ignore demands because they are not justified	3

[1](Source: Newsweek, October 6, 1969, "A Special Report on the White Majority," p. 45.)

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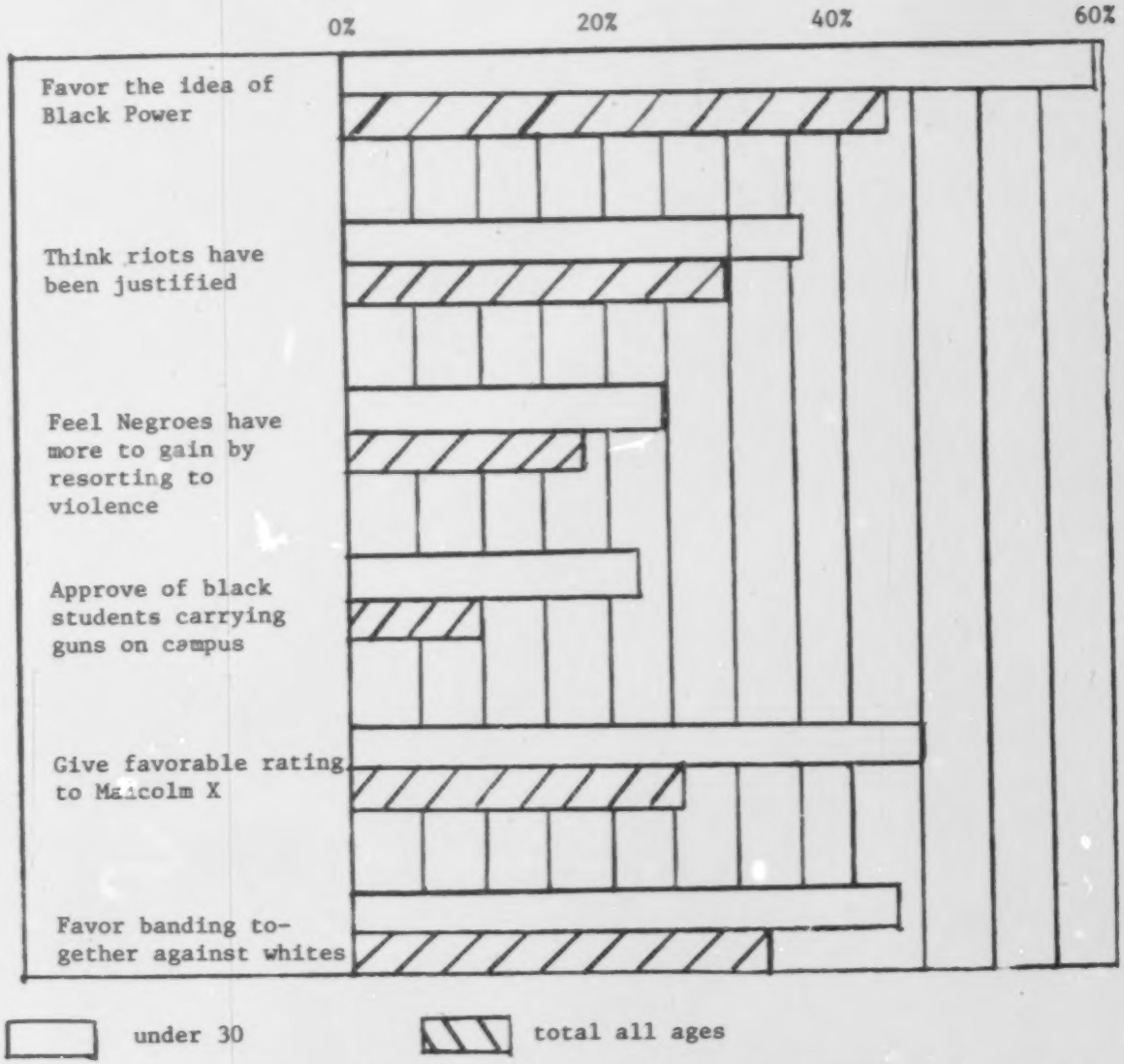
1. Copyright, Newsweek, Inc., 1969; reprinted by permission.

"THE TOUGH NEW BREED: GHETTO BLACKS UNDER 30"


0%
20%
40%
60%
Favor the idea of Black Power
Think riots have been justified
Feel Negroes have more to gain by resorting to violence
Approve of black students carrying guns on campus
Give favorable rating to Malcolm X
Favor banding together against whites
under 30
total all ages

(Source: "Report from Black America." Newsweek, June 30, 1969, p 21.)
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BIBLIOGRAPHY

NOTE: *Except for the three basic textbooks (BT), which are listed first, those books suggested as primary sources (PS), secondary sources (SS), and general references (GR) are grouped together and listed alphabetically. Those periodical articles which are suggested on page R-21 are representative of those which appeared in the late 60's and early 70's. Each teacher is strongly urged to prepare an updated list of periodical references each time before presenting this unit on the Black Experience in America, referring to current volumes of the Readers' Guide to Periodical Literature.*

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Excellent readable history of the Negro in America 1619-1964. Author covers history of Black Americans from African origins to the black revolt of the 1960's.

BT Franklin, John Hope. From Slavery to Freedom: A History of American Negroes (3rd. ed.). New York: Alfred A. Knopf, 1967.

History of the American Negro from African beginnings to the present. Considered by many to be one of the best histories of Negro Americans.

BT Meier, August, and Rudwick, Elliott N. From Plantation to Ghetto (rev. and enl.). New York: Hill and Wang, 1970.

An analytic history of the American Negro.

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Author presents certain aspects of black culture, exploring a number of themes which pervade the life styles of urban blacks and using folklore as an expressive medium which demonstrates these themes. This book may be judged as a book of sensitive intuition rather than as objective social science.

GR Adams, James T. (ed.). Dictionary of American History, 1940-1963. Vol. V. New York: Charles Scribner's Sons, n.d.

Alphabetically arranged, this multi-volume work contains descriptions of major events, people, and terms in American history.

SS Adams, Russell L. Great Negroes, Past and Present. (3rd rev. ed.) Chicago: Afro-American Press, 1969.

A collection of excellent biographies, enriching the study of Negro history, literature, industry and business, science, and theater.

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SS Aptheker, Herbert. American Negro Slave Revolts. New York: International, 1969.

Gives an account of slaves' desperate efforts to make their way to freedom.

SS Baldwin, James. The Fire Next Time. New York: Dell, 1970.

Using essay form, the author discusses the philosophy and desperation of the black man in the United States.

SS ---. Nobody Knows My Name. New York: Dell, n.d.

Essays of the author's account of his self-exile in Europe. Describes his return to America and Harlem and his first trip South.

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Biographies of over 100 outstanding blacks from 1770 to the present.

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The convention movement has as its goal "to devise ways and means for the bettering of the Negro condition." Convention met regularly thereafter, most often during the decade before the Civil War. Goals and ambitions of Negroes are well expressed in this document.

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One book in a series on the Black Experience. This section deals with the 1930's and 1940's. It emphasizes that in spite of the hardships caused by the Great Depression, black people did make progress in the arts and through service in the military.

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The author points out how slaves developed institutions and techniques in order to survive on the plantations.

PS Botkin, Benjamin A. (ed.). Lay My Burden Down: A Folk History of Slavery. Chicago: University of Chicago Press, 1945.

Folk history told by slaves in their own words. This book was a product of the Federal Writers Project of the 1930's. An excellent source to use for a discussion of slave conditions in the South.

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This book brings together important documents dealing with the long established theme of black nationalism in America. Some of the topics included are racial solidarity; religious, economic, and political nationalism; territorial separatism; and pan-Africanism.

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SS Brownmiller, Susan. Shirley Chisholm: A Biography. New York: Washington Square Press, 1972.

A highly readable biography of Congresswoman Chisholm, the first black woman candidate for president.

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The role of the Negro in American society and his contributions in many areas including music, literature, and theater.

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SS Carmichael, Stokely, and Hamilton, Charles V. Black Power: The Politics of Liberation in America. New York: Random House, 1968.

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A general history of the development of the Western world, this book contains a valuable section dealing with European exploration and colonization leading to the importation of slaves.

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A general reference book containing the more important documents in American history, including those pertaining to the Black American.

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The legislative history of the Civil Rights Movement is presented with excerpts from the laws. The time period extensively covered is 1957-1968.

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A well organized and readable history of the 1965 Watts riots in Los Angeles.

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An excellent story of black troops in the Union Army during the Civil War.

SS Cruden, Robert. The Negro in Reconstruction. Englewood Cliffs, N. J.: Prentice-Hall, 1969.

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PS Davidson, Basil. The African Past: Chronicles from Antiquity to Modern Times. Baltimore: Penguin Books, 1964.

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A history of the Black Muslim Movement by a Nigerian-born sociologist.

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SS Freyre, Gilberto. The Masters and the Slaves: A Study in the Development of Brazilian Civilization. New York: Knopf, 1964.

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The Washington Post's team of reporters and photographers recreated in this book an hour-by-hour, day-by-day account of the Washington rioting of 1968. The book is complete with photos, maps, charts, and interviews with the people involved.

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An easy-to-read and well illustrated text on the black man from his African beginnings to Martin Luther King's death.

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SS ---. New Negro Poets: USA. Bloomington, Ind.: Indiana University Press, 1966.

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SS Jackson, W. Sherman. The Lost Promise. Columbus, Ohio: Xerox Education Publications, 1971.

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A collection of short stories that represent various phases of the author's life.

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SS Jordan, June (ed.). Soulscript--Afro-American Poetry. Garden City, New York: Doubleday, 1970.

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Dr. King explains the events, forces, pressures, and future of the Civil Rights Movement. The book contains King's famous letter from a Birmingham jail, in which he answers the ministers who criticized him for leading demonstrations.

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Activities of the free black men in the non-slave states 1790-1860. Excellent reading.

SS Lomax, Allen and John A. (comp.). American Ballads and Folksongs. New York: Macmillan Co., 1934.

An excellent comprehensive volume of folk songs with music. Relates to work, railroad, levee, camp, and chain gang songs. Also includes some spiritual and gospel numbers.

SS Lomax, Louis E. The Negro Revolt. New York: Harper & Row, 1971.

An excellent guide to the differences of philosophy as held by the Urban League, NAACP, CORE, SNCC, SCLC, and the Black Muslims.

SS Lyons, T. T. Black Leadership in American History. Reading, Mass.: Addison-Wesley Publishing Co., 1971.

Prominent black leaders of colonial and contemporary times and their contributions to American History.

SS Malcolm X and Haley, Alex. Autobiography of Malcolm X. New York: Grove Press, 1965.

The sordid account of Malcolm's early years, his introduction to the Muslim movement in America, and his eventual search to become a "true" Muslim.

SS Mannix, Daniel P., and Cowley, Malcolm. Black Cargoes: A History of the Atlantic Slave Trade, 1518-1865. New York: Viking Press, 1962.

Book attempts to explain where the Negroes came from, how they were enslaved in Africa, how they were purchased by sea captains, how they were packed into the hold like other merchandise.

SS Marine, Gene. The Black Panthers. New York: The New American Library, 1969.

This is an excellent account of the birth of the Panther organization, its problems, and its successes.

SS Mbiti, John S. African Religions and Philosophies. Garden City, N. Y.: Doubleday, 1970.

In this study, an African theologian discusses religious attitudes toward birth and childhood, initiation and puberty rites, marriage and procreation, death and the hereafter.

SS McFeely, William S. Yankee Stepfather: General O. O. Howard and the Freedmen. New York: Norton, 1970.

A study of Freedmen's Bureau and its head. According to the author, "The bureau was a liability, not an asset, to the freedmen." He censures Howard for allegedly appeasing Andrew Johnson in the President's use of the bureau as a part of his larger plan to placate southern whites at the expense of the blacks.

McHugh, Raymond. The Hurricane Promise: Free Negroes Before the Civil War. Columbus, Ohio: Xerox Education Publications, 1971.

Sound discussion on the activities and occupations of free black men before the Civil War.

PS McPherson, James M. (ed.). The Negro's Civil War: How American Negroes Felt and Acted. New York: Random House, n.d.

Primary source material that describes the role of the Negro during the Civil War.

SS Meier, August. Negro Thought in America, 1880-1915: Racial Ideologies in the Age of Booker T. Washington. Ann Arbor, Mich.: University of Michigan Press, 1963.

Important contribution to the history of race relations; the beginning of the protest movement and the demise of accommodation.

PS Meltzer, Milton. In Their Own Words: A History of the American Negro. 3 Vols. New York: Thomas Y. Crowell Co., Vol. I, 1619-1865, 1964; Vol. II, 1865-1916, 1965; Vol. III, 1916-1966, 1967.

Primary sources tell the history of the Negro in America. Each source has a lengthy and valuable introduction.

00095

GR Montgomery County Public Schools. Africa: South of the Sahara, Bulletin No. 188. A Course of Study in the World History Series. Rockville, Md., 1971.

Program attempts to identify materials for the study of the history and culture of Africa South of the Sahara.

GR ---. The Black Story: An Annotated Multi-Media List for Secondary Schools. Rockville, Md., 1969.

A handy reference book.

GR ---. Negroes in American Life: An Annotated Bibliography of Nonprint Media. Rockville, Md., 1971.

Helpful in furthering or expanding resources in African or Black Studies.

PS Moore, Clark D., and Dunbar, Ann (eds.). Africa Yesterday and Today. New York: Bantam Books, 1968.

Selection of readings which cover geography, history, and politics of all Africa. Yesterday refers to the past 70 years.

SS Moran, Robert E. The Reign of Jim Crow: Separatism and the Black Response. Columbus, Ohio: Xerox Education Publications, 1970.

Pamphlet treats the birth and death of legal segregation in the United States.

GR Nettels, Curtis P. The Roots of American Civilization (2nd ed.). New York: Appleton-Century Crofts, 1963.

An excellent account of the history of American Colonization.

SS Nichols, Charles H. Many Thousand Gone: The Ex-Slaves' Account of Their Bondage and Freedom. Bloomington, Ind.: University of Indiana Press, 1969.

Discusses what has occurred in the past. Explains the good works performed by past leaders.

SS Oliver, Clinton S., and Sills, Stephanie (eds.). Contemporary Black Drama. New York: Charles Scribner's Sons, 1971.

Anthology of black drama of the 20th Century.

SS Oliver, Roland, and Fage, J. D. A Short History of Africa. Baltimore: Penguin Books, n.d.

An excellent source for background material.

PS Osofsky, Gilbert. The Burden of Race. New York: Harper & Row, 1967.

Documentary history of black-white relations in America.

00096

SS Parks, Gordon. A Choice of Weapons. New York: Harper & Row, 1966.

Autobiography of a novelist and famous photographer for LIFE magazine.

SS Patterson, Lindsay. The Negro in Music and Art. Philadelphia: United Publishing Corp., 1970.

Discusses several Negroes who have achieved fame as painters, sculptors, and musicians. Edwin M. Bannister was probably the best-known Negro painter.

SS Pinkney, Alphonse. Black Americans. Englewood Cliffs, N. J.: Prentice-Hall, 1969.

The role of the black people through the following eras is discussed: Slavery, the Civil War, Reconstruction, Institutionalization of White Supremacy.

SS Pioneers and Planters: Black Beginnings in America. Columbus, Ohio: Xerox Education Publications, 1971.

Discusses who was the first Negro to come to the New World. Indicates reasons why the Negro might have come to America. Some "educated guesses" are made about the Negro. It is known that the Negro came before 1619--the year when twenty were brought to Virginia.

GR Ploski, Harry A., and Kaiser, Ernest (eds.). The Negro Almanac. New York: Bellweather Publishing Co., 1971.

A comprehensive work with subject material ranging from socio-economic history to soul food recipes. Useful for its coverage of all aspects of Negro life.

SS Pollock, George F. Civilizations of Africa. Columbus, Ohio: Xerox Education Publications, 1970.

Major African kingdoms of the past are examined.

PS Porter, Dorothy B. (ed.). Early Negro Writing. Boston: Beacon Press, 1971.

Contains an excellent account of black involvement in writing from 1790 to 1837.

SS Quarles, Benjamin. Black Abolitionists. New York: Oxford University Press, 1969.

This scholar in the field of Negro history points out the extent to which Negroes were involved in the crusade against slavery.

SS ---. The Negro in the American Revolution. New York: Norton, 1973.

Role of the Negro during the revolutionary period. Extensive bibliography included.

00097

SS Race and Education. Columbus, Ohio: Xerox Education Publications, n.d.

Pamphlet describes race and education with consideration of the 1954 Supreme Court decision.

SS Randall, Dudley (ed.). The Black Poets. New York: Bantam Books, 1971.

An excellent treatment of black poetry from the colonial period to the present.

SS Record, Wilson, and Record, Jane Cassels (eds.). Little Rock, U.S.A. San Francisco: Chandler Publishing Co., 1969. (o.p.)

An account of the 1957 incident and its aftermath by a well-known sociologist and economist team.

SS Redding, J. Saunders. They Came in Chains. Philadelphia, Pa.: J. B. Lippincott, 1973.

The history of slavery in the United States and the life of pre-Emancipation blacks in the United States is dramatically related.

SS Rollins, Charlemae. Famous American Negro Poets. New York: Dodd, Mead & Co., 1965.

An anthology of black poets from the earliest records to the present.

SS Rudwick, Elliot M. W. E. B. DuBois: Propagandist of the Negro Protest. New York: Atheneum Press, 1968.

The political philosophy of W. E. B. DuBois is discussed.

SS Schechter, William. History of Negro Humor in America. New York: Fleet Publishing Corp., 1971.

Treatment of the origin and writings of black humor to the present date is related through poetry.

SS Skolnick, Jerome. The Politics of Protest. New York: Simon & Schuster, 1969.

A report submitted by Skolnick, director of a task force on violent aspects of protest and confidentiality of the National Commission on the causes and prevention of violence. This summary indicates the political violence in the U. S. A. Discusses student protests, anti-war demonstrations, black and white militancy, racial hatreds, etc.

SS Stampp, Kenneth M. The Era of Reconstruction, 1865-1877. New York: Alfred A. Knopf, 1965.

Scholarly assessment of the Reconstruction Period. Considered to be one of the best revisionists' works.

SS ---. The Peculiar Institution. New York: Random House, n.d.

An in-depth look at slavery as an economic and social institution.

SS Talley, Thomas W. Negro Folk Rhymes, Wise and Otherwise. New York: Kennikat, 1968.

Includes an excellent study by Negro folklorist/author Talley of Fisk University, center for Negro culture. Excellent collection of Negro folklore.

SS Tannenbaum, Frank. Slave and Citizen: The Negro in the Americas. New York: Random House, n.d.

Author examines the attitudes towards slavery as expressed in North and South America. The slavery systems of both continents, North and South, are compared and contrasted. Some attention is given to the slave who has been freed.

SS Thorpe, Earl E. Struggle for a Nation's Conscience. Columbus, Ohio: Xerox Education Publications, 1970.

Discussion of leaders and objectives of the contemporary civil rights movement.

SS Turnbull, Colin M. Tradition and Change in African Tribal Life. New York: Avon Books, 1971.

The associate curator of African ethnology at the American Museum of Natural History describes faces of African cultures.

GR United States Bureau of the Census. Historical Statistics of the United States: Colonial Times to 1957. Ann Arbor, Mich.: Finch Reprints, 1960.

An excellent source material and should be used as reliable data.

SS Wakin, Edward. Black Fighting Men in U.S. History. New York: Lothrop, Lee & Shepard Co., 1971.

This is a brief account of black involvement in America's major wars, beginning with the American Revolution.

SS Warren, Robert Penn. Segregation--The Inner Conflict of the South. New York: Random House, 1956.

This is an excellent survey of white and black southern opinion on the question of racial segregation.

SS ---. Who Speaks for the Negro? New York: Random House, 1965.

The author's interviews with Negro leaders represents the whole spectrum of views for those working for civil rights for Negroes.

SS Wesley, Charles. Richard Allen: Apostle of Freedom. Washington, D. C.: Associated Publishers, 1969. (o.p.)

An excellent account of the life and struggles of the black leader and founder of African Methodist Episcopal (A.M.E.) Church in the United States.

SS White, Newman I. American Negro Folksongs. Detroit: Gale Research Co., 1965.

This collection includes only those folk songs that are specifically Negro.

SS Wiedner, Donald L. A History of Africa. New York: Random House, n.d.

History of Black Africa below the Sahara is related in geographical, social, and cultural concepts.

SS Wilhelm, Sidney M. Who Needs the Negro? New York: Doubleday, 1971.

A point of view is expressed which will lead to many various points of view.

SS Williams, Eric E. Capitalism and Slavery. New York: G. P. Putnam's Sons, 1966.

Well written, soundly thought out, thorough, and widely documented, this book is invaluable not only as a contribution to history but in meaning today. Attempt is made to answer the question: Why did Great Britain outlaw slavery and slave trade in 1833 when it contributed immensely to the rise of British commerce and industry?

SS Williams, Oscar R. Northward Bound: From Sharecropping to City Living. Columbus, Ohio: Xerox Education Publications, 1970.

An excellent account of the interrelationships of slavery and the economy.

SS Wolters, Raymond. Negroes and the Great Depression: The Problem of Economic Recovery. Westport, Conn.: Greenwood Publishing Co., 1970.

Salient features of the effects of the depression of the 1930's and its impact on black development is discussed in detail.

SS Woodson, Carter G. The Education of the Negro Prior to 1861. New York: Arno Press, 1968.

A discussion of education for the Negro till 1861--for private and semi-private organizations.

SS Woodward, C. Vann. The Strange Career of Jim Crow. (rev. ed.) New York: Oxford University Press, 1966.

A readable and definitive study of the development and course of segregation from 1877 to the present, emphasizing the political, economic and social conditions which affected race relations in the United States.

SS Work, James W. (ed.). American Negro Songs and Spirituals. New York: Crown Publishers, n.d.

Words and music for 230 Negro folk songs including spirituals, blues, and hollers.

SS Wright, Richard. Black Boy. New York: Harper & Row, 1945.

The autobiographical account of the famous expatriate author who wrote of the horror of his childhood and the influence of his later life. Fast moving story for mature readers.

SS ---. Native Son. New York: Harper & Row, (1940) 1969.

Wright compelled America to open its eyes to the grim tragedies of the northern ghetto.

SS Yates, Elizabeth. Amos Fortune, Free Man. New York: Dell, 1971.

Born in Africa and sold in American slavery, Fortune purchased his freedom after 80 years of servitude.

SS Young, Whitney M. Beyond Racism: Building An Open Society. New York: McGraw-Hill Publishers, 1969.

A discussion of the necessary steps that need to be taken to bring black and white Americans together.

SS Zilversmit, Arthur. The First Emancipation: The Abolition of Slavery in the North. Chicago: University of Chicago Press, 1971.

A thesis describes the early status of Negroes and attitudes toward them.

SS Zinn, Howard. SNCC: The New Abolitionists. Boston: Beacon Press, 1964.

Zinn, advisor to SNCC, gives an account of the movement from its beginning in 1960.

00101

PERIODICAL REFERENCES

"As Race Issue Hits Armed Forces...." U. S. News and World Report. September 1, 1969.

This news article explains some of the racial disturbances which involved military personnel several years ago.

"Black America 1970." Time. April 6, 1970.

A news article which discusses the state of the black community in 1970.

"The Black Mood: More Militant, More Hopeful, More Determined." Time. April 6, 1970.

A news article which attempts to examine the attitudes and responses of the black community to the Civil Rights Movement.

"Black Movies." Newsweek. October 23, 1972.

A special report on the significance of public reactions to movies with black themes and predominantly black casts.

"The Blacks: Too Much, Too Soon?" Newsweek. October 6, 1969.

A news article which examines the attitudes of many different elements of American society as to their feeling about the progress being made by the Black American.

"Superblack at the Crossroads." The Washington Post. October 15, 1972.

Current thinking which does affect Negroes is discussed in real down to earth situations. Time for decision relevant to today's situation is emphasized.

"The Tough New Breed: Ghetto Blacks Under 30." Newsweek. June 30, 1969.

Newsweek reports its third black major poll of Negro opinions since 1963.

Trescott, Jacqueline. "New Black Sound." The Evening Star and Daily News. January 3, 1973.

Latest in the field of music is revealed by Jacqueline. A point of view which should not be dismissed.

"Trying to Save the Cities." Time. March 4, 1966.

Robert Weaver, the first Negro in the Cabinet, discusses the worst areas of Urban America. He believes that every ill that has occurred to the urban area is a result of the industrial society. Unemployment, disease, crime, drug addiction, poor education, family disintegration are all related issues that are brought to the forefront.

West, Hollie I. "Black Radio" (three articles). The Washington Post. January 28 and 29, 1973.

Articles indicate that there have been many changes in procedures and that more opportunities have been gained by the black people.

"What Ever Happened to Black America?" Newsweek. February 19. 1973.

Barely ten years after the march on Washington, the Second Reconstruction of race relations in America may be ending. Author looked in on Green County, Alabama, where blacks led by Sheriff Thomas Gilmore have won political power.

FILMS

5709 Afro-American music, its heritage, Communication Group West, 1969. — 16 min. color

A visual and musical demonstration of the origin and history of Afro-American music.

0946 Age of discovery: English, French, and Dutch explorations, Coronet, 1956. — 11 min. color or b&w

Analyzes the reasons behind the explorations of Cabot, Verrazano, Cartier, Frobisher, Hudson, Drake, and Raleigh; the routes they followed; and the effects of their expeditions to North America.

0533 Age of discovery: Spanish and Portuguese explorations, Coronet, 1950. — 11 min. color or b&w

Shows the contributions of Spain and Portugal in the establishment of trade routes to the Orient and to the New World. Describes the achievements of such 15th century explorers as Columbus, Balboa, Ponce de Leon, and Coronado.

5251 Ancient Africans, International Film Foundation, 1971. — 27 min. color

Traces the civilization of the continent of Africa and depicts the ways of life of the African people through their arts, trades, buildings, monuments, and religions.

4758 Black and white: uptight, Bailey, 1970. — 35 min. color

Examines the myths and subtle ways that perpetuate prejudice and hatred against black people, and the social and economic differences between black and whites. Discusses the problems which riots have created for all Americans.

5255 Black history: lost, stolen, or strayed, Bailey, 1968. — 54 min. color

Shows some of the contributions made by Negroes to the development and wealth of the United States.

5390 Black music in America: from then till now, Learning Corp. of America, 1971. 38 min. color

Traces the history of the contribution of the black man to American music, showing some of the black musicians and their performances.

5426 The black soldier, Bailey, 1968. 25 min. b&w

Surveys the history of the Black American's participation in the armed forces of the United States, from the Revolutionary War to the war in Vietnam.

5427 Body and soul, pt. 1: Body, BFA, 1968. 25 min. color

Discusses the black man's athletic achievements, and raises questions about the fairness of treatment accorded Negro athletes by their managers, spectators, and country.

5519 Body and soul, pt. 2: Soul, BFA, 1968. 25 min. color

Singer Ray Charles explains "soul" music and provides an insight into the attitudes and experiences of many Negro performers.

2983 Challenge of urban renewal, Films, Inc., 1966. 28 min. color

Problems created by mass, unplanned migration from city to suburb. Urban problems in Boston and Detroit are examined.

5152 The cities: dilemma in black and white, Bailey, 1968. 54 min. color

Shows the ghetto as one of the major symptoms of America's urban decay. Views the rapidly growing Negro population trapped by poverty and prejudice around the inner core of the city, and studies a restoration project in the Bedford-Stuyvesant section of Brooklyn.

5156 The cities: to build the future, Bailey, 1968. 54 min. color

Shows how the American cities are going through cycles of decline, as the middle class whites flee to the suburbs and the poor, unskilled, and uneducated Negroes move in and replace them. Suggests solutions for old cities and plans for the new ones.

5518 Code blue, Natl. Audiovisual Center, 1970. 27 min. color

Motivates black and other minority groups to consider a career in medicine or allied health occupations. Shows young black people and Chicanos discussing the need for minority representation in health manpower.

00104

4780 The Constitution and the right to vote, Center for Mass Communication, 1957. 29 min. b&w

Presents two lawsuits to show the relationship of the Constitution to the struggles of the Negro for voting rights. Traces the growth of the electorate from the time of the founding fathers.

4407 The English and Dutch explorers, EBF, 1965. 11 min. color

Shows the shift in power as the world's center of commerce moved from the Mediterranean to the Atlantic. Also reviews the historic events that ended Spain's domination of the western hemisphere.

5410 Frederick Douglass: the house on Cedar Hill, McGraw, 1953. 17 min. b&w

Traces the life and background of Frederick Douglass and describes his role in the abolitionist movement.

4679 Free at last, P. Brand, 1965. 30 min. b&w

Uses dramatic readings to trace the history of the American Negro from Emancipation to the end of World War II. Examines the impact of Booker T. Washington, W. E. B. DuBois, and Marcus Garvey on present-day Negro-white relations in the U. S.

4094 George Washington Carver, Bailey, 1968. 11 min. b&w

Presents the Negro scientist at work in his laboratory during the early 1930's. Outlines his important contributions to agricultural research.

5102 The great American novel: Grapes of Wrath, Bailey, 1968. 29 min. color

Compares the situations of the farm families of the 1930's as portrayed in Steinbeck's Grapes of Wrath to the situations faced by the Appalachian migrants and Negroes of today.

4177 Harriet Tubman and the underground railroad, McGraw, 1966. 54 min. b&w

The story of Harriet Tubman and her work during the 1850's as conductor on the underground railroad which carried fleeing slaves to freedom.

5154 The heritage of slavery, Bailey, 1968. 53 min. color

Discusses the arrival in the United States of the first slaves, and their importance in the economic development of the South. Comments on the discrimination and unemployment experienced by the Negroes in the North and South today.

00105

4651 Heritage of the Negro, P. Brand, 1965. 30 min. b&w

Explores the heritage of the Negro by examining the civilization and achievement of ancient Africa and their significance to the American Negro today.

0150 History of the Negro in America, pt. 1: 1619-1860, out of slavery, McGraw, 1965. 20 min. b&w

Discusses the vital role of the Negro in American history and the abolitionist movement up to the eve of the Civil War.

0164 History of the Negro in America, pt. 2: 1861-1877, Civil War and Reconstruction, McGraw, 1965. 19 min. b&w

Describes the Negro's fight for his freedom, the reform of the Reconstruction, and the "re-enslavement of 1877."

0183 History of the Negro in America, pt. 3: 1877 to today--Freedom movement, McGraw, n.d. 21 min. b&w

Studies the Negro sharecropper: his migration to the North and West, his involvement in the two World Wars, and his recent civil rights battles.

4754 I have a dream: the life of Martin Luther King, Bailey, n.d. 35 min. b&w

Portrays the life, philosophy, and ideals of Martin Luther King. Traces the civil rights movements of the 1950's and 1960's.

6168 Jackie Robinson's career, Anti-Defamation League of B'nai B'rith, 1973. 28 min. b&w

Portrays events in the life of Jackie Robinson, the first black player in major-league baseball, and depicts his impact on race relations in the United States.

5364 The Jackson Years: toward Civil War, Learning Corp. of America, 1971. 27 min. color

Discribes Andrew Jackson as a man of action who remained inactive on the issue of slavery.

4833 The messenger from Violet Drive, Indiana Univ., 1965. 30 min. b&w

Elijah Muhammed, leader of the Black Muslim movement, discusses Black Muslim goals, including the desire for total separation of Negroes from whites in America.

00106

4737 My childhood, Metropolitan Broadcasting Television, 1964. 60 min. b&w

Contrasts the childhoods of Sen. Hubert Humphrey and writer James Baldwin. Humphrey recounts joyful and bittersweet memories of his life; Baldwin reveals the sordid and brutal life of a sensitive child.

4676 Negro and the South, P. Brand, 1965. 30 min. b&w

Interviews Negro and white residents of Mississippi to depict the Southern way of life. Interviews include a mayor, sheriff, teacher, judge, minister, and mechanic.

4649 New mood, P. Brand, 1965. 30 min. b&w

Examines the impact of the civil rights struggle of the past decade on both white and Negro Americans, and traces the changing approach, from the legal efforts of the Supreme Court's decision to forbid segregation in schools and public places to the new Negro militancy.

4677 Omowale: the child returns home, P. Brand, 1965. 29 min. b&w

Shows a Mississippi-born Negro novelist on an odyssey to Africa to explore his ancestral roots. He examines the relationship of the American Negro to Africa in visits to the old slave port at Badagary and at tribal religious ceremonies.

4678 Our country, too, P. Brand, 1965. 30 min. b&w

Examines the inner world of the American Negro--his values, attitudes, and impressions of life--through observing aspects of life in the American Negro community.

0579 Palmour Street, Public Health Inst., 1950. 27 min. b&w

Shows the daily life of a Negro family living on Palmour Street in Gainsville, Ga. Illustrates certain basic concepts on mental health as they relate to family life, and some of the basic ways in which parents influence the mental and emotional development of their children.

4751 Paul Laurence Dunbar: American poet, Film Associates, 1966. 14 min. color

Describes the struggles of a Negro poet and shows how his life experience is reflected in his work.

5155 Portrait in black and white, Bailey, 1968. 54 min. b&w

Examines the results of a nationwide poll in finding out how much racism there is among the white Americans; whether the black extremists are representative of the majority of blacks; and how the races feel about each other.

00107

4038 The run from race, Indiana Univ., 1964. 30 min. b&w

Filmed in Philadelphia, where a minister, a college teacher, a real estate salesman, and a housewife--all Negroes--tell of life and problems in the community.

5598 Satchmo--and all that jazz, Hearst, 1972. 15 min. color

Traces the career of Louis Armstrong and his contribution to jazz music.

4476 Sit-In, McGraw, 1961. 54 min. b&w

Focuses on a 1960 sit-in in six downtown Nashville stores. Discusses the consequences of the sit-in and how the issue was peacefully settled.

4680 Slavery, P. Brand, 1965. 30 min. b&w

Uses the testimony and memories of former slaves to portray life under slavery, and to examine the tragic and sometimes humorous experiences of life in the Old South.

4190 Spanish Explorers, EBF, 1967. 14 min. color

Paintings, animation, and photography show the discovery of America through the eyes of the Spanish explorers.

5584 Strangers in their own land: the blacks, ABC Media Concepts, 1972. 12 min. color

Shows how the black people on an urban ghetto community seek cut their African heritage by engaging in cultural and artistic activities.

4219 Walk in my shoes, McGraw, 1967. 54 min. b&w

Listens to the Negro American as he speaks out. These are filmed interviews with Negroes of varying opinions on race problems in the U. S.

4742 The weapons of Gordon Parks, McGraw, 1967. 28 min. color

Presents a biography of Life magazine photographer-journalist Gordon Parks, emphasizing how he used his will and his talents to overcome the handicap of being a Negro in America.

5213 William Faulkner's Mississippi, Benchmark, 1967. 49 min. b&w

Examines the Southern heritage of William Faulkner, and explores the reasons and results of the resistance to desegregation by the people of Mississippi and of the South, as interpreted in Faulkner's writings.

4955 William: from Georgia to Harlem, Learning Corp. of America, 15 min. color 1970.

Tells the story of a black farmboy who moves to New York City with his family to stay with relatives. He learns the ways of the city from his swaggering cousin Calvin, but he teaches Calvin something about real courage.

OTHER NON-PRINT MATERIAL

The Harlem Renaissance and Beyond, Parts I (16 min.) and II (15 min.)--2 filmstrips and cassettes or records, Guidance Associates.

Program features photos illustrating black poetry and novels written from the 1920's to the present. Authors included Langston Hughes, Countee Cullen, Claude McKay, Richard Wright, Gwendolyn Brooks, Frank Horne, Margaret Walker, Ralph Ellison, LeRoi Jones (Imamu Baraka), and others.

Leading American Negroes--6 color filmstrips and records or cassettes (each 14-15 min.), Society for Visual Education, Inc.

Biographies of outstanding Negroes and their contributions to American culture in various areas and periods of American history. The filmstrips study Mary McLeod Bethune, George Washington Carver, Benjamin Banneker, Robert Smalls, Frederick Douglass, and Harriet Tubman.

Men of Thought, Men of Action--9 filmstrips and records or cassettes (5 in Part I, 4 in Part II), Doubleday.

The filmstrip series explores the black and white experience in America and the figures who shaped it from 1730 to the present. Part I studies the Colonial period through Reconstruction, and Part II considers the period from 1880 to the present. The lives of Benjamin Banneker, Frederick Douglass, Carl Schurz, W. E. B. DuBois, Jacob Riis, and others are studied.

The Original Confession of Nat Turner--record, Educational Audio Visual, Inc.

A discussion of Nat Turner's role and effect in history is discussed, followed by a reading in its entirety of Nat Turner's own confession.

The Search for Black Identity: Proud Heritage from West Africa--Part I (14 min.) Part II (18 min.), filmstrips and cassettes or records, Guidance Associates.

The religious, artistic, political, and economic life of the major West African kingdoms of the 4th through 16th centuries is explored. Special emphasis is placed on the myths and literature of the kingdoms, as well as the impact of Islam on the development of culture.

Silhouettes in Courage--4 volumes of recordings, (2 LPs/volume), Educational Media, Inc.

This is a documented history of Black America, narrated by noted actors. Volume I covers the period from 500 B.C. to Colonial America. Volume II is concerned with the growth of industry and culture, the Civil War, reform, and Reconstruction. Volume III studies the growth of the West, Jim Crow laws, and the birth of Harlem. Volume IV covers the time period extending from the end of World War I to the Civil Rights Movement.